

**THE CORRELATION BETWEEN THE FREQUENCY OF ENGLISH-  
SPEAKING MOVIE WATCHING AND LISTENING COMPREHENSION  
OF EFL LEARNERS**

**THESIS**



**BY  
YULIATUL QUSNA  
NIM 1501121021**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1440 H**

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SPEAKING MOVIE WATCHING AND LISTENING COMPREHENSION  
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**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
in partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



**BY  
YULIATUL QUSNA  
NIM 1501121021**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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STUDY PROGRAM OF ENGLISH EDUCATION  
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#### ADVISOR APPROVAL

Thesis Title : THE CORRELATION BETWEEN THE FREQUENCY  
OF ENGLISH-SPEAKING MOVIE WATCHING AND  
LISTENING COMPREHENSION OF EFL LEARNERS

Name : Yuliatul Qusna

NIM : 1501121021

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for  
Thesis Examination/ *Munaqasyah* by the board of Examiners of the Faculty of  
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

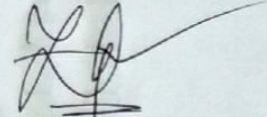
Palangka Raya, May 9<sup>th</sup> 2019

Advisor I,



Luqman Baehaqi, S.S., M. Pd.  
ORN. 198008232011011005

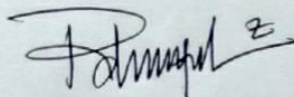
Advisor II,



Zaitun Qamariah, M. Pd.  
ORN. 198405192015032003

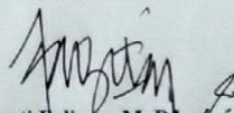
Acknowledged by:

Vice Dean in Academic Affairs



Dr. Hj. Rodhatul Jennah, M. Pd.  
ORN. 196710031993032001

Chair, Department of Language  
Education



Santi Brliana, M. Pd.  
ORN. 198012052006042003

### THESIS APPROVAL

Thesis Title : THE CORRELATION BETWEEN THE FREQUENCY OF  
ENGLISH-SPEAKING MOVIE WATCHING AND  
LISTENING COMPREHENSION OF EFL LEARNERS

Name : Yuliatul Qusna

NIM : 1501121021

Faculty : Teacher Training and Education

Department : Language Department

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training  
and Education of the State Islamic Institute of Palangka Raya in the Thesis  
Examination/ *Munqasyah* on:

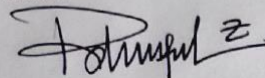
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(Examiner)
4. Zaitun Qamariah, M. Pd (.....)  
(Secretary/ Examiner)

Approved by:  
Dean, Faculty of Teacher Training and  
Education



**Dr. Hj. Rodhatul Jennah, M. Pd.**  
NIP. 19671003 199303 2 001

## MOTTO AND DEDICATION

“If you can’t stand the tired of studying,  
then you must endure the pain of ignorance”

(Imam Syafi’i)

This Thesis is dedicated to:

My beloved family, my parents Sumijan and Sukarsih for their valuable prayer, sacrifice, and support. My old and young sister, Jefy and Dwi that have been helped me. My beloved friends, Mega, Diah, Anis, Shella, and Ebi who always beside me, help and support me.

My advisors Mr. Luqman Baehaqi, S.S., M. Pd., and Miss Zaitun Qamariah, M. Pd., that always give me support, who there were no fatigue to always teach and give the direction that helps the completion of this thesis.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Yuliatul Qusna  
NIM : 1501121021  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 8<sup>th</sup>, 2019

Yours Faithfully



YULIATUL QUSNA  
NIM. 1501121021

## ABSTRACT

Qusna, Yuliatul. 2019. *The Correlation between English-Speaking Movie Watching and Listening Comprehension of EFL Learners*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S., M. Pd., (II) Zaitun Qamariah, M. Pd.

**Key words:** Frequency of English-Speaking Movie Watching, Listening Comprehension, EFL Learners.

The aim of this research is to study the correlation between learners' frequency of English-speaking movie watching and their listening comprehension skill. It was carried out to 59 learners of the second semester of English Education Study Program at State Islamic Institute of Palangka Raya.

This research applied quantitative method with correlational design. The population of this research was the freshman of English Education Study Program at State Islamic Institute of Palangka Raya in academic year 2018/2019 which consist of 107 learners that divided into four class namely, A, B, C, and D. The researcher used random sampling technique. To collect the data, the researcher used questionnaire and test.

The results showed that  $r_{\text{observed}}$  is greater than  $r_{\text{table}}$  ( $0.430 \geq 0.3328$ ) so there was significant correlation between the frequency of English-speaking movie watching and listening comprehension of EFL learners of English Education Study Program at State Islamic Institute of Palangka Raya. It meant that the alternative hypothesis ( $H_a$ ) that stated there is significant correlation between learners' frequency of English-speaking movie watching and their listening comprehension skill was accepted and the null hypothesis ( $H_0$ ) that stated there is no significant correlation between learners' frequency of English-speaking movie watching and their listening comprehension skill was rejected.

## ABSTRAK

Qusna, Yuliatul. 2019. Hubungan antara Frekuensi Menonton Film Berbahasa Inggris dan Pemahaman Menyimak para Siswa yang belajar Bahasa Inggris sebagai Bahasa Asing. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing : (I) Luqman Baehaqi, S. S., M. Pd., (II) Zaitun Qamariah, M. Pd.

**Kata Kunci :** Frekuensi Menonton Film Berbahasa Inggris, Pemahaman Menyimak, Siswa yang belajar Bahasa Inggris sebagai Bahasa Asing.

Penelitian ini bertujuan untuk mempelajari hubungan antara frekuensi menonton film berbahasa Inggris dan pemahaman menyimak para siswa yang belajar bahasa Inggris sebagai bahasa asing. Penelitian ini dilakukan pada 59 siswa semester dua di Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Palangka Raya.

Penelitian ini menggunakan metode kuantitatif dengan menggunakan desain korelasional. Populasi dari penelitian ini adalah mahasiswa baru di Program Studi Pendidikan Bahasa Inggris Institut Agama Islam Negeri Palangka Raya tahun ajaran 2018/2019 yang terbagi menjadi empat kelas yaitu A, B, C, dan D. Peneliti menggunakan teknik sampel acak sederhana. Untuk mengumpulkan data, peneliti menggunakan angket dan tes.

Hasilnya menunjukkan bahwa  $r_{hitung}$  lebih besar dari  $r_{tabel}$  ( $0.430 \geq 0.3328$ ) jadi ada korelasi yang signifikan antara frekuensi menonton film berbahasa Inggris dan pemahaman menyimak para siswa yang belajar bahasa Inggris sebagai bahasa asing di Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Palangka Raya. Ini berarti alternatif hipotesis ( $H_a$ ) yang menyatakan bahwa ada hubungan yang signifikan antara frekuensi menonton film berbahasa Inggris siswa dan kemampuan menyimak mereka diterima dan nul hipotesis ( $H_0$ ) yang menyatakan bahwa tidak ada hubungan yang signifikan antara frekuensi menonton film berbahasa Inggris siswa dan kemampuan menyimak mereka ditolak.



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Her appreciation is addressed to:

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Palangka Raya, May 8<sup>th</sup> 2019

The writer,

Yuliatul Qusna

NIM 1501121021

## TABLE OF CONTENTS

	Page
COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	iii
THESIS APROVAL .....	iv
MOTTO AND DEDICATION .....	v
DECLARATION OF AUTHORSHIP .....	vi
ABSTRACT .....	vii
ABSTRAK (Indonesian) .....	viii
ACKNOWLEDGEMENTS .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF FIGURES .....	xiv
LIST OF APPENDICES .....	xv
LIST OF ABBREVIATIONS .....	xvi
 CHAPTER I	
INTRODUCTION .....	1
A. Background of the Study .....	1
B. Research Problem .....	4
C. Objective of the Study .....	4
D. Hypothesis of the Study .....	4
E. Scope and Limitation .....	4
F. Significance of the Study .....	5
G. Definition of Key Terms .....	5
 CHAPTER II	
REVIEW OF RELATED LITERATURE .....	7
A. Related Studies .....	7
B. The Frequency of Movie Watching .....	12
C. Movie-watching .....	13
D. Learning Style .....	15
E. Audio-visual Learners .....	17
F. Listening .....	19
G. Listening Comprehension .....	19
H. Second Language Acquisition .....	22
I. Correlation Research on Language .....	24
 CHAPTER III	
RESEARCH METHOD .....	26
A. Research Design .....	26
B. Variable of the Study .....	27
C. Population and Sample .....	27
1. Population .....	27
2. Sample .....	28
D. Research Instrument .....	29
1. Research Instrument Development .....	29

	a. Questionnaire .....	29
	b. Test.....	32
	2. Instrument Try Out.....	33
	3. Instrument Validity .....	34
	4. Instrument Reliability.....	35
	E. Data Collection Procedure .....	35
	F. Data Analysis Procedure .....	36
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSION .....	40
	A. Data Presentation .....	40
	B. Research Findings .....	53
	1. Testing Normality .....	53
	2. Testing Linearity .....	55
	3. Testing Homogeneity .....	56
	4. Testing Hypothesis .....	57
	5. Interpretation of the Results .....	60
	C. Discussion .....	61
CHAPTER V	CONCLUSION AND SUGGESTION .....	62
	A. Conclusion.....	62
	B. Suggestion.....	63
REFERENCES		
APPENDICES		

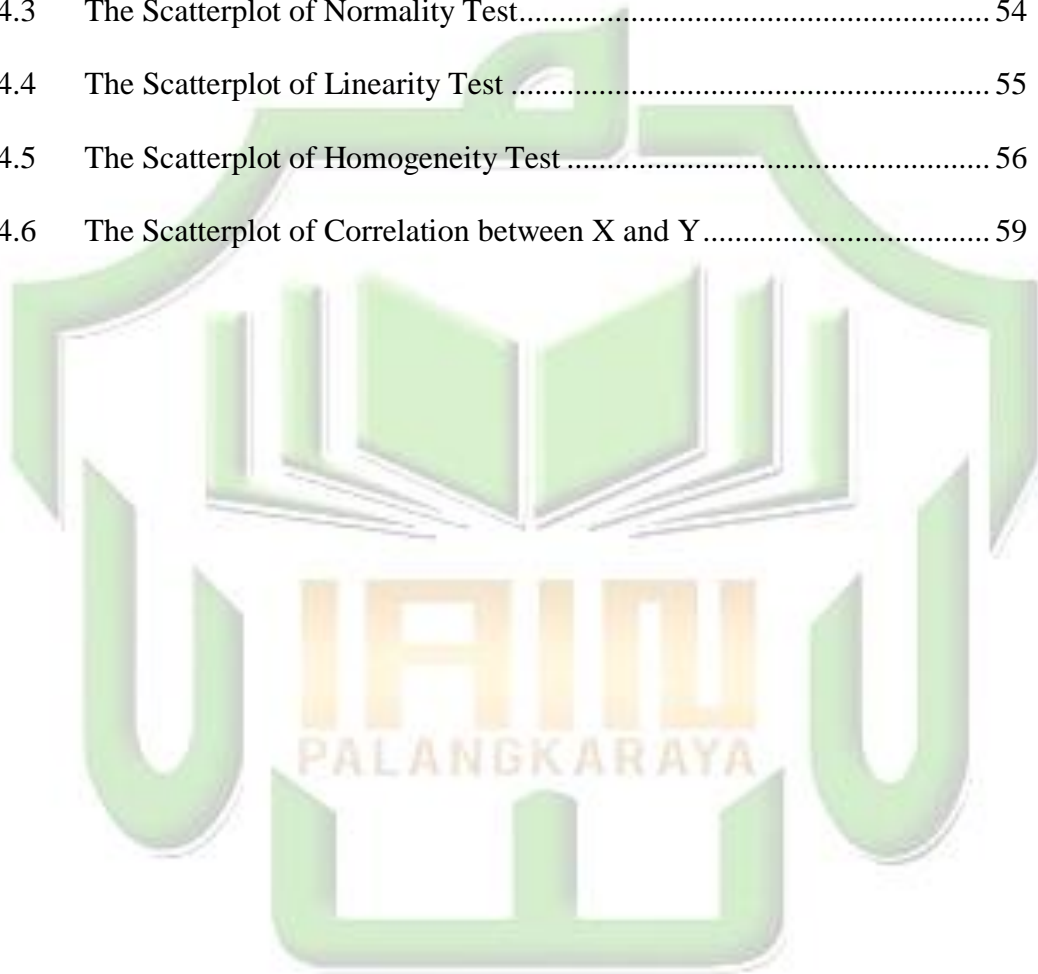
## aLIST OF TABLES

Table	page
3.1 The Number of Population.....	28
3.2 The Number of Sample .....	28
3.3 Items of English-speaking movie watching frequency questionnaire.....	31
3.4 Indicators and Scores of movie watching frequency questionnaire.....	32
3.5 The Result of Alpha Cronbach's.....	35
3.6 The Interpretation of Coefficient Correlation .....	38
4.1 The Questionnaire Results of Item 1-6 .....	41
4.2 The Questionnaire Results of Item 7-17 .....	43
4.3 The Result of Questionnaire Score .....	47
4.4 The Result of Listening Comprehension Score .....	50
4.5 The Result of Normality Test.....	53
4.6 The Result of Linearity Test .....	55
4.7 The Result of Homogeneity Test .....	56
4.8 The Result of SPSS Calculation.....	58



## LIST OF FIGURES

Figure		page
4.1	The Percentage and Group Distribution of Questionnaire Score .....	49
4.2	The Percentage and Group Distribution of Listening Comprehension Score .....	52
4.3	The Scatterplot of Normality Test.....	54
4.4	The Scatterplot of Linearity Test .....	55
4.5	The Scatterplot of Homogeneity Test .....	56
4.6	The Scatterplot of Correlation between X and Y .....	59

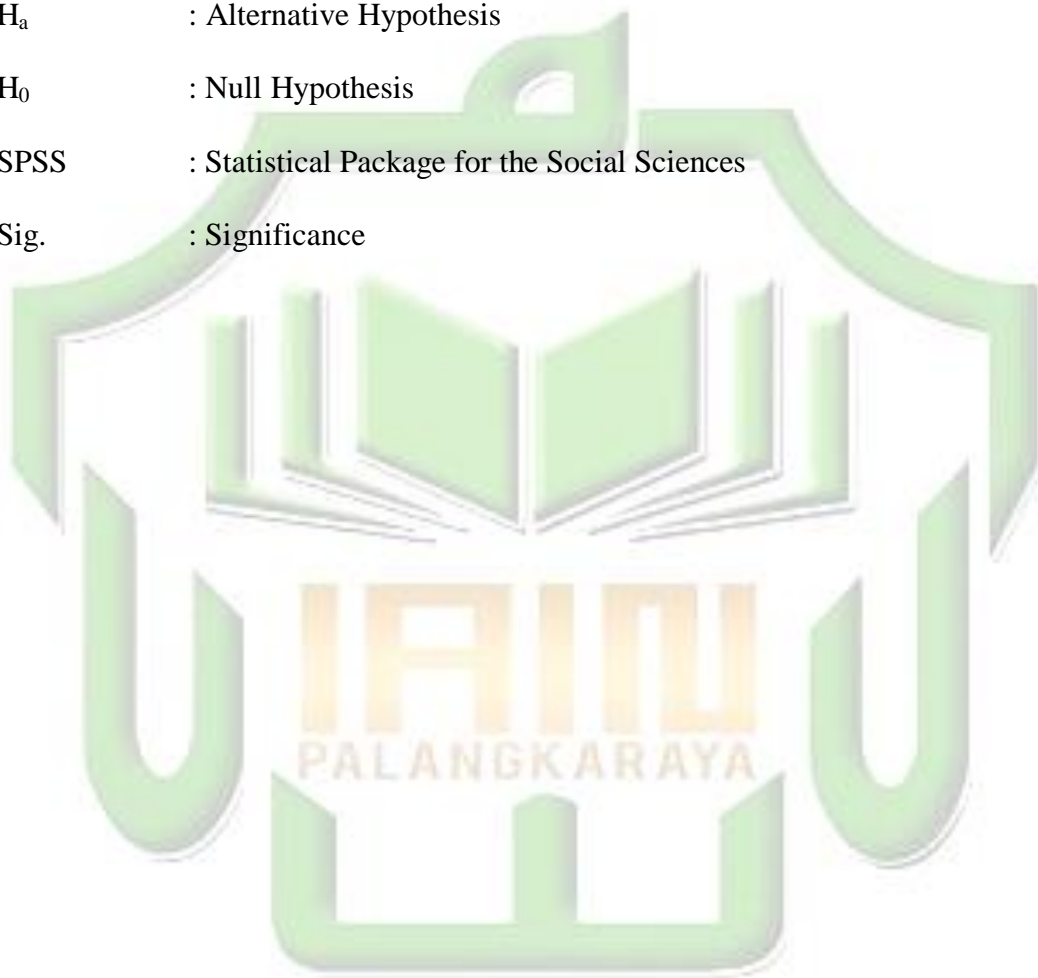


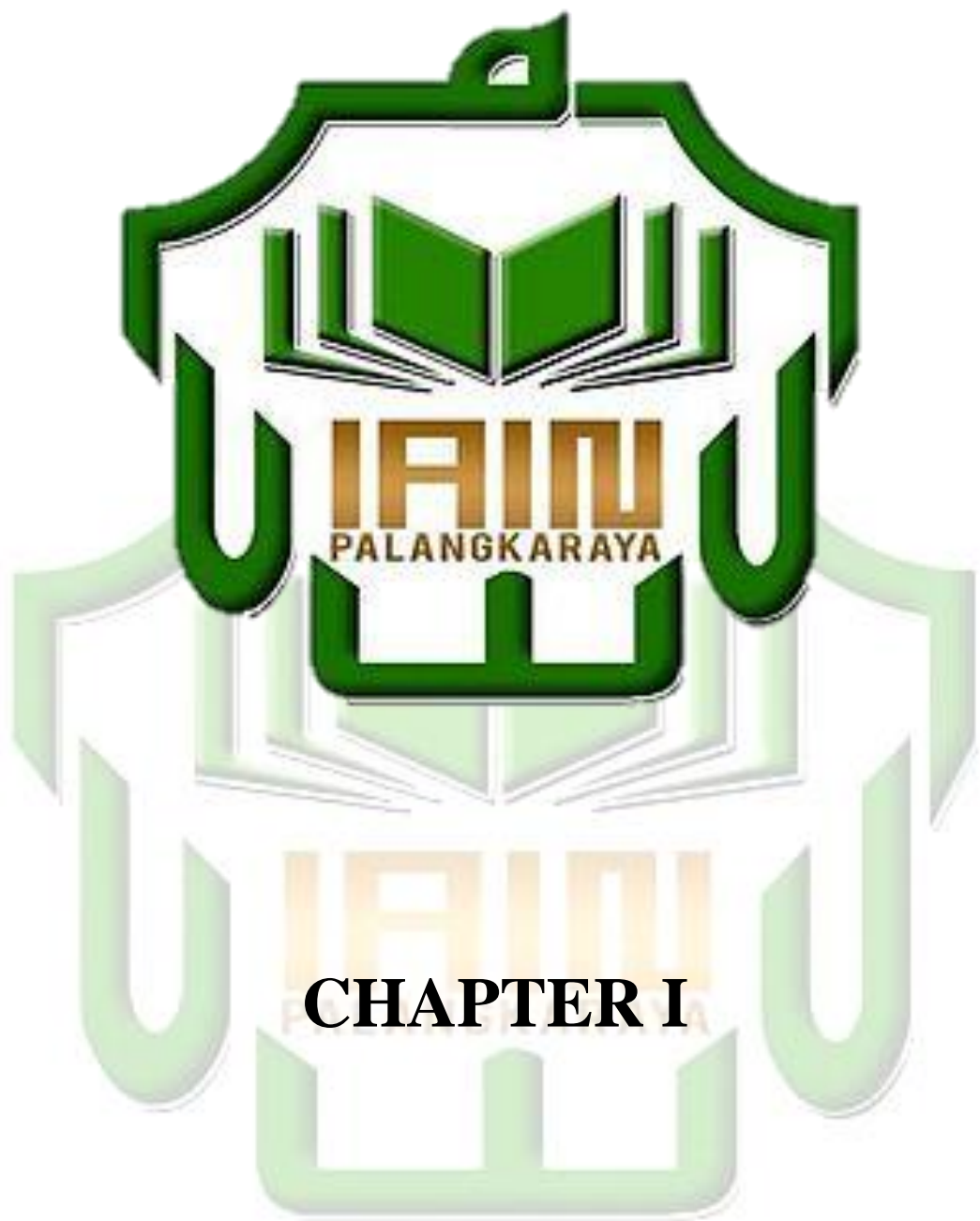
## LIST OF APPENDICES

Appendix	Page
1. Original Questionnaire (Before Try Out).....	71
2. The Validity of Questionnaire.....	76
3. Final Questionnaire .....	77
4. Detailed Questionnaire Score.....	80
5. Listening Comprehension Test .....	83
6. Samples of Filled Questionnaire .....	87
7. Samples of Filled Test.....	96
8. Research Decrees .....	100

## LIST OF ABBREVIATIONS

Df	: Degree of Freedom
EFL	: English as a Foreign Language
Fs	: Final Score
H <sub>a</sub>	: Alternative Hypothesis
H <sub>0</sub>	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences
Sig.	: Significance





## **CHAPTER I**

### **INTRODUCTION**

# **CHAPTER I**

## **INTRODUCTION**

This chapter describes background of the study, research problem, objective of the study, hypothesis, scope and limitation, significance of the study and definition of key term.

### **A. Background of the Study**

Listening is very important in language learning and daily communication (Hamouda, 2013). Moreover, Rivers (1978, p. 62) states that listening is one of language skill that plays an important role in daily communicative interaction where 45% is devoted to listening. Furthermore, Harmer (2007, p.133) suggest that listening is good for learners' pronunciation, in that the more key heard, appropriate pitch and intonation, stress and sound of words can make they understand English being spoken what the speaker says. However, listening is difficult skill. Ulum (2015) on his research "Listening: The Ignored Skill in EFL Context" pointed out that listening is clearly the weakest skill of EFL learners with different kinds of problems. Moreover Lindsay & Knight (2016, p.47) say that listening comprehension would be the hardest of all the four language skill to EFL learners. Listening skill of EFL as language skill that are problematic where the foreign language are less practice (Nowrouzi, S., et al., 2015).

In department of English education, State Islamic Institute of Palangka Raya, listening skill is taught in four levels, as follow literal listening, interpretive listening,



critical listening, and extensive listening. Based on my personal experienced, listening as one of difficult subject. This problem can be seen from a lot of learners who difficult to understand the speaker says even though they had taken listening class. It gives negative effect for them, like get low scores in listening test and also difficult to follow the discussion in a seminar or learning class. In an article by Andyani (2012, p. 29), based on her research in teaching English at MTsN Mojokerto show that the most of third grade learners have difficulties to understand native speech. In result most of learners' scores tests are still under the minimum passing criterion (KKM) and they are not enthusiastic in listening activities. As well, the tenth grade of Indonesia Islamic High School where the learners get low scores and confused to respond the teacher because they are not understand what the teacher says (Syafi'i, 2016, p. 64).

In this era, many technologies can be used to improve listening skill. One of them is watching English movies. Chapple and Curtis (2000) found that adopted strip film as teaching material for EFL learners and got answer 67, 8% learners said that they had positive impact in listening skill within 13 weeks learning. Zeynab (2015) found that using movie as a material in EFL classroom can improve learners' engagement in learning. Moreover, using English video in learning gave positive results in increasing learners' listening comprehension (Kornelius, 2013). According to Sherman (2003, p.18-26), film as the authentic materials that can be used to develop language skills, especially English movie is useful to improve listening skill. Based on the observation, most of them often watch English movies, even if the movies are trending, such as Aladdin, Avengers: Endgame, Captain Marvel, The Fast

and Furious, Spider-Man, Harry Potter, Beauty and the Beast, Jumanji, Justice League, etc.

However, in Indonesia rarely research about it. Damarullah (2015) tried to find the relationship between Movie-watching activity and listening skill, he used questionnaire and documents of learners' score but his result showed that there was no relationship. Whereas on Hofidzoh's research (2017), the relationship between learners' frequency of watching English movies and their listening comprehension of narrative showed the index value of correlation coefficient of 0,012 which is very close to zero and can be said that it was very low correlation. However, Abdullah and Rahman research (2017) tried to find the correlation between learners' habit in watching movie and listening skill which they used questionnaire and listening test and the result mentioned there was a significant correlation.

Based on those explanations and theoretically, it probably has correlation between the frequency of English-speaking movie watching and listening comprehension, so that the researcher needs to find out by herself what to improve in this research. The researcher's reason in considering the freshman of English education study program at State Islamic Institute of Palangka Raya as the source of data in this research because listening comprehension will be a big problem for them, especially in learning activity. As the researcher explained above that many learners have difficulties to understand what the speaker says. Therefore, they must know that English-speaking movie watching can improve their listening skill and the problems above do not recur and can be overcome early.

The issues presented above were found to be interesting and worth to be researched under the title **The Correlation between The Frequency of English-speaking Movie Watching and Listening Comprehension of EFL Learners.**

### **B. Research Problem**

Based on background of the study has just mentioned previously, this study tried to answer the problem as follows: Is there any significant correlation between the learners' frequency of English-speaking movie watching and their listening comprehension?

### **C. Objective of the Study**

Based on the problem stated, the objective of the study is to study the correlation between learners' frequency of English-speaking movie watching and their listening comprehension skill.

### **D. Hypothesis of the Study**

To find the answer of the problem, the researcher should propose Alternative Hypothesis ( $H_a$ ) and Null Hypothesis ( $H_o$ ) as follow:

1.  $H_a$  : there is significant correlation between learners' frequency of English-speaking movie watching and their listening comprehension.
2.  $H_o$  : there is no significant correlation between learners' frequency of English-speaking movie watching and listening comprehension.

### **E. Scope and Limitation**

This study used quantitative method with correlation design which the researcher limits the discussion on the continuous variables, namely: the frequency of English-speaking movie watching ( $x$ ) refers to the number of English-speaking movie of which the EFL learners watch within one week by using subtitle or without subtitle and listening comprehension ( $y$ ) refers to EFL learners' skill to comprehend English speaker says which were applied to 59 learners in second semester of 2018/2019 academic year of English education study program at State Islamic Institute of Palangka Raya who randomly selected.

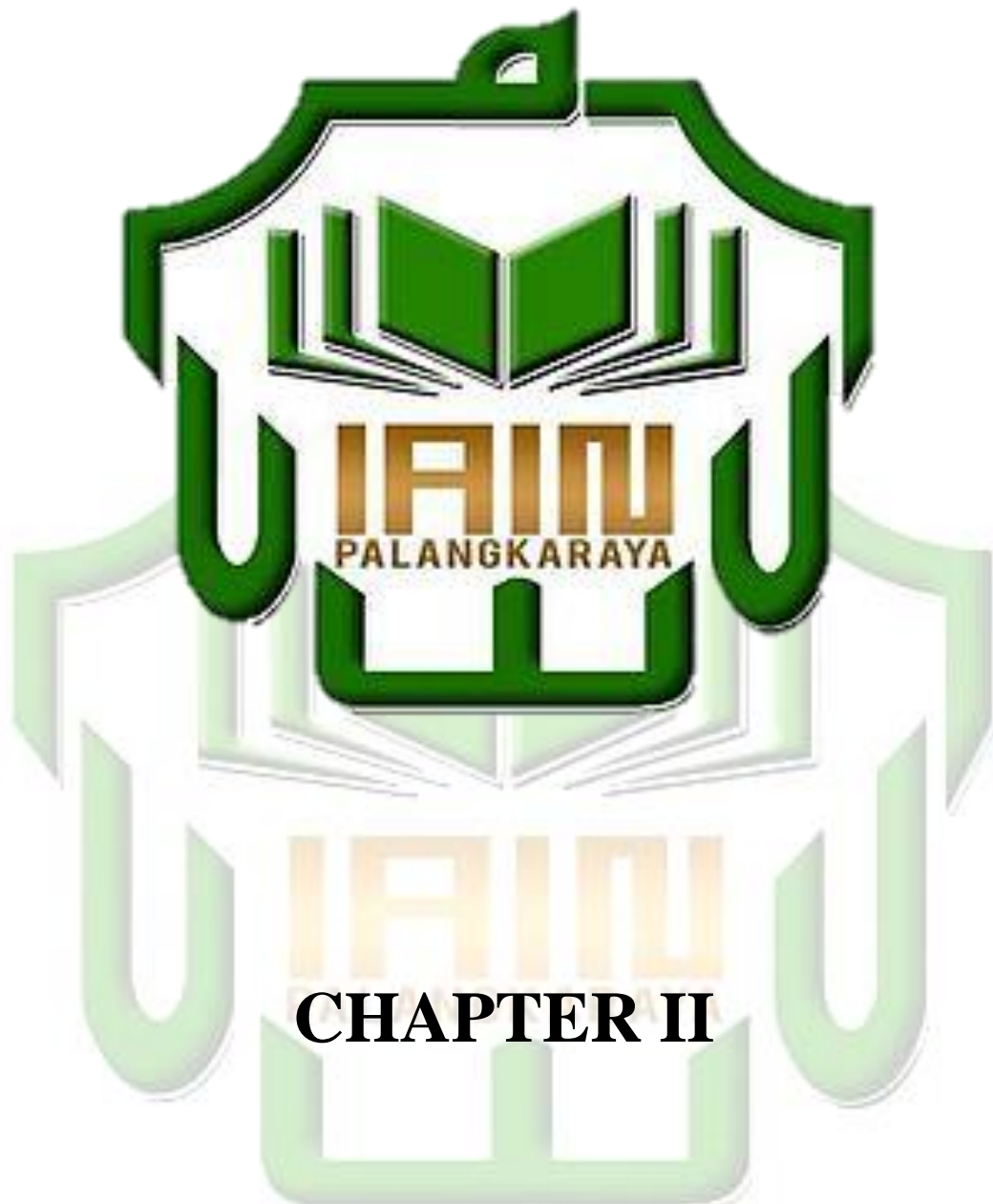
### **F. Significance of the Study**

The result of this study is to confirm the theories that there is the correlation of English movie watching frequency on listening comprehension skill. Besides that, it also gives information to lecturer or teacher, learners and other researchers. For lecturers or teacher, the lecturer or teacher will get the information about learners' interest of movie and the positive effect of movie watching and it also increases their reference. The lecturers or teachers also can decide to use English-speaking movie as a learning media in listening class. Then, learners can find out the strategy to improve their listening skill and also be able to motivate them to watch more English-speaking movies. In addition, this can be reference to other researchers who will research listening skill and movie.

### **G. Definition of Key Terms**

1. The frequency of English-speaking movie watching refers to number of movies of which the EFL learners watch within one week by using subtitle or not.
2. English-speaking movie refers to movie that uses English to communicate. Another words, the movie that from the countries which the first language is English.
3. Movie watching refers to learning activity or hobby which English-speaking movie as an authentic material are used to entertain and can improve learners' listening comprehension skill.
4. Listening comprehension refers to the learners' skill to comprehend what English speaker says.





## **CHAPTER II**

# **REVIEW OF RELATED LITERATURE**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about related studies, the frequency of movie watching, movie watching, learning types, audio-visual learners, listening, listening comprehension, second language acquisition, and correlation research on language.

#### A. Related studies

There are some researches have conducted the research about watching movie and listening skill. The first research by Yusvita (2010) on her thesis under the title *the relationship between listening skill and the watching habits of 40 second grade learners of MTs Hidayatut Thalibin, South Jakarta*. She used questionnaire to collect the data on learners' watching habit and used learners' score provided by teacher as data of the learners' listening skill. She correlated the scores from questionnaire and listening score by using Pearson Product Moment statistical procedure. The finding of her research showed a moderate correlation between watching habit and their listening skill with index correlation value 0,46.

According to Damarullah (2015) on his study about *the relationship between movie watching activity and listening skill at Department of English Education of State Islamic University of Jakarta*. He took 67 of fifth-semester learners at department of English education of State Islamic University of Jakarta as population. From the population, he took 30 learners as samples. He used quantitative method and correlation design. The instruments were questionnaire and documents of

learners' score. His result showed that there was no relationship between two variables.

Research by Abdullah and Rahman (2017) about *the correlation between learners' habit in watching movie and listening skill*. The study was conducted at the English education department of tarbiyah and teaching science faculty of UIN Alauddin Makasar. The population of this research was the fifth semester student in academic year 2016/2017 which consisted of 102 learners and the sample taken was 30 learners by using random sampling. They used questionnaire and test to get the data. Questionnaire used for learners' habit in watching movie and test used for listening skill. In the test, they used 3 sections namely 10 items multiple choices, 5 items true and false, 5 items fill in the blank. The scores from both of instruments were calculated and analyze by using statistical product moment correlation. The findings mentioned there was a significant correlation between two variables. English movie can improve their listening skill.

In a study by Hafidzoh (2017) about *the relationship between learners' frequency of watching English movies and their listening comprehension of narrative*. The population of the research is all of the tenth grade learners at SMA Muhammadiyah 8 Ciputat in academic year of 2017/2018. There are six classes with the total of 180 learners. In deciding the sample, purposive sampling was used, in which the researcher as the investigator ask the teacher to select a sample in population that could represent the particular sample. Then the class of X-2 was chosen with 30 learners. The method used in this research is quantitative method emphasized objectivity by using numbers, statistics, structure, and control. The

research has used a correlational design. There are two main instruments used in this research. The first one is listening test for narrative in multiple choice form. The second instrument is questionnaire with scaled options. The findings of the research showed that the value of correlation coefficient ( $r_{xy}$ ) = 0.012 which was very close to zero. It meant that there was very low correlation between two variables.

As Sari (2017), *the correlation between frequency in watching English movie and listening comprehension at the eleventh grade students of SMAN 1 Abung Selatan*. She took 30 of 148 students as samples by using cluster random sampling technique. There were two instruments that used in this research, namely 28 items questionnaire with 5 alternative choices (never, rarely, sometimes, often, always) and 30 items listening comprehension test that adapted from TOEIC with 5 alternative choices (a, b, c, d, e). The result showed that there was significant correlation between frequency of watching English movie and listening comprehension at the eleventh grade of SMA Negeri 1 Abung Selatan.

Next research by Hutagaol (2018) under the title *the relationship study between learners' watching activity of English movie and their listening ability*. He used quantitative method and correlational design. His population was all of fifth-semester learners at English department education of State Islamic University Jakarta in the study year of 2016/2017. He used convenience and random sampling to take sample. He took 30 learners as sample. His instruments were questionnaire and the document of respondents' achievement test. The result of his study showed that there was no relationship between two variables.

In study by Dewi (2018), the *relationship between learners' frequency of watching English movie and their listening skill in narrative*. She used quantitative method with correlational design. She conducted the research at SMP Adzkia Islamic School, South Tangerang. The population is 8<sup>th</sup> grade learners of SMP Adzkia Islamic School and she took 30 of 45 learners that consist of 15 females and 15 males as samples. In deciding the sample, she used convenience sampling. She has two instruments to collect the data. The first instrument is documents of learners' listening score from the teacher. The second instrument is questionnaire. The result showed that there is no relationship between two variables with 0,077 index correlation value.

Furthermore, study by Nurlela (2018) on *the correlation between watching English movie and students' listening comprehension at the tenth grade of senior high school Tri Bhakti Pekanbaru*. The population and sample were 70 students which used the total sampling technique. She used questionnaire with 5 options answer and test with 20 items. The findings showed that there is significant correlation between watching English movie and students' listening comprehension.

In an article by Liando et al (2018), English major students' perceptions towards watching English movie in listening and speaking skills development. The sample of this study is 67 English major students who took listening and speaking class at one university in North Sulawesi. The findings indicated that English major students are aware that they can improve their listening skill by watching English movies. The use of subtitle also can help them to understand conversations in the movies, and English movies are believed be more effective tool than other as a media



in teaching. The student also believe that watching English movies can improve their speaking skill but, they think watching English movies has more influence to the listening skill than speaking skill.

However in previous studies by Damarullah, Yusvita, Hutagaol and Dewi where they used document of the learners' listening score provided by teacher. Sugiyono (2009, p. 79) valid and reliable instruments are an absolute requirement to obtain valid and reliable the result. So, the validity of the document learners' score itself can be doubted because the resources of errors that can affect the accuracy of the data, whether the data is reliable, how the data is collected and what methods are used to collect the data is unknown by researchers. It is contrast with this research, where the research used the listening test directly to measure their listening comprehension test.

Furthermore, in Yusvita's questionnaire did not show how the learners watched movies, most of the questions asked how the learners perceived the use of movies as a learning material and she used three-point scale for the response. Studies by Abdullah and Rahman, and Sari, their study only took 30 learners as samples where the samples taken were small. Researches by Hafidzoh and Dewi also only focus on listening comprehension skill in narrative. As well as Abdullah and Rahman, Yusvita which they focus on the activity of watching movie.

Moreover, the study by Liando et al, they described the data with numerical and statement. Although, this study is not the correlational design. This study only find out and explain the students' perception toward watching English movie in listening and speaking skill. A study by Sari used TOEIC as listening test and she

took minimum sample in correlation. Study by Nurlela, she took more than 30 students as samples and her listening test was only 20 items which she made by herself.

In conclusion, this research has two variables continuous namely the frequency of English-speaking movie watching ( $x$ ) and listening comprehension ( $y$ ). To find out the learners' listening comprehension skill the researcher use test which is adopted from TOEFL in listening comprehension part. Movie in this case refers to all of genre movies. For the frequency of English-speaking movie watching ( $x$ ) refers to the number of movie that has been watch and how the learners can comprehension the movie.

### **B. The Frequency of Movie Watching**

According to Oxford dictionary 4<sup>th</sup> edition (2011, p.177), frequency is the rate at which something happens or is repeated. So, the frequency of movie watching in this case is the rate or learners' frequent in watching English movie.

Movie watching frequently can increase listening skill. Based on Mulyadi and Mutmainah (2015) found that using English movie in the period of March, 12<sup>th</sup> to May, 7<sup>th</sup> 2015 give positive effect for the students which that can improve their listening skill. Qiu (2017) tried to using English movies in the listening classroom from September, 2011 to January, 2012 and the result states that using English movie is an effective way to improve the situation, their listening comprehension, and motivation. Pratama (2018) describes that watching English movie in every English class give positive responses from the English teacher and the students towards the

action and it can improve listening skill. Hasanudin (2013) found that the students who have high frequency of watching English film will have high listening skill. As well as Cahyanta (2014) found that using films can improve the students' listening comprehension ability after doing six treatments by using film clips.

Furthermore, movie watching also increase the speaking ability and vocabularies. Wang (2016) found that the most Chinese college students agreed if use feature films in English learning frequently can improve their cultural awareness, pronunciation, English life understanding, and appreciation of filming arts. The students' speaking ability increase after doing seven treatments by using animated films (Niati, et al., 2014). Li and Wang (2015) tried to using English movies in Chinese college class and they found that using English movie can improve students' listening and speaking skill, vocabulary knowledge and their pronunciation and intonation better. The frequency of watching English movies can improve students' vocabulary mastery (Haryanto, et al. 2014). Ikram (2017) states that by watching English movie frequently can improve students' vocabulary knowledge.

### **C. Movie watching**

According to Oxford Learner's Pocket Dictionary (2011, p. 500) watch is a verb that means to look at somebody or something for a time, paying attention to what happens. In Wikipedia, movie also known as film is a type of visual communication which uses moving pictures and sound to tell stories or teach something. Barsam and Monahan (2010, p. 2-3) a movie is a story, which are shown on a screen with certain speed to give the impression of moving. However, in this

research movie watching refers to learning activity that using English-speaking movie. The movie watching here can be done by using possible media with or without subtitle.

As Barsam and Monahan (2010), genres films are divided into two namely narrative or fiction film and non-fiction film. Narrative or fiction film consists of action, biography, comedy, fantasy, gangster, horror, melodrama, musical, mystery, romance, science fiction, war, thriller, and English-speaking.

Movies can be an entertaining and motivating tool for learners but also has brought authenticity, variety, reality and flexibility into EFL classroom (Sari and Sugandi, 2015). Adnan (2014) claims that movie can be a good authentic learning material for listening skill. Sherman (2003, p. 18-26) film as one of the authentic materials that can be used in a language class to develop language skill. Movies can enrich learners' vocabulary, improve their pronunciation, increase their ability to understand spoken language, and make structure acquisition possible (Johnson, 1956, p.414-417). According to Espinosa as an English teacher and blogger, she states that there are five advantages that can be obtained when using English movie as a media to deliver lessons to learners, namely: the learners can listen and see how to pronounce the words, how to use intonation correctly, movies provide more words to be learnt than textbook, movies provide information about culture, social awareness and international issue, always entertaining, so it can encourage learners to watch more and automatically they are acquiring and practicing their listening skill, watching English movies frequently make learners expose themselves to English, they improve their skill and are confident automatically.

Kuhn (1995, p. 430) states that movie as pleasure machine. In movie watching, unwittingly the audience is invited to project themselves into the movie (Stam, Burgoyne & Lewis, 1998). According to Quick and La Bau (1972) and McQuaill (2000), movie as audio visual communication media that has characteristics which is slightly different from other media, as illustrated quickly, able to build attitudes and emotions, has a large and dynamic psychological impact that can influence the audience.

Movie watching gives positive impact for EFL learners. Movie watching is an entertainment, besides that we can learn English by movie watching especially, we can improve our listening comprehension skill. Movie watching in EFL listening classroom make the learners enjoy in learning (Safranj, 2015, p. 171). Zeynab (2015) movie improve learners' engagement in learning. Movie gives motivation to learn, assist the learners' comprehension by enabling them to listen, assist the learners in preparing for the participation in the real conversation, enhancing appropriate use of language and preventing cross-cultural misunderstanding (Kusumaradyati, 2005).

The movie watching can be presented in two modes, with or without subtitle (Kusumaradyati, 2005, p. 58). By movies, the learners can be focus on how the grammar used and how to pronounce the language. But, when the learners are watching English-speaking movie and use the subtitle, they may not need to use listening comprehension skill too much because their concentration will divided to read the subtitle (Ur, 1984, p. 52). However, Huang and Eskey (2000) found that closed-captioned TV has beneficial effects on the listening comprehension of intermediate level ESL learners. English caption could be helpful for EFL Iranian



learners in overcoming some of their listening comprehension difficulties (Ghasemboland and Nafissi, 2012).

The researcher concludes that movie watching has many positive impact on learners especially for EFL learners, where they can enjoy the movie they like and improve their language skill especially on listening comprehension skill.

#### **D. Learning styles**

According to De Petter and Hearchi (2003) state learning styles possessed by each individual which is the easiest way to organize, understand, absorb and process the information. An individual's preferred mode and desired conditions of learning (Drummond, 1998, p. 186). Keefe (1979) also states that learning style is the way a person to receives, interacts and views the environment. Griggs (1988) views that learning styles as innate biological characters.

There are three learning styles (De Petter and Hearchi, 2003). The first is visual, this style focuses on the sense of sight to be able to receive and understand the information. Visual can interest of learners and help the teachers to explain the concept of learning easily, (Shabiralyani, et al., 2015, p.226). Research by Cuban (2001) indicated the psychology of visual aids as fewer than 83% of what is learned from the sense of sight. By visual aids in teaching and learning is one mode to enhance lesson plans and give learners additional ways to process the information (Kunari, 2006). Study by John, et al. (2015) found that visual aids helping in the motivation and saving time of teacher and learners increase their vocabulary and enhance learners' attention in reading literary texts. Using multimedia visual as tools



in the language classroom is highly beneficial for learners and enhanced the learning process (Maria, 2012). Philips (2016) found that the visual strategies helped the learners to learn vocabulary. The use of pictures had succeeded, to some extent, to improve learners' speaking ability and learners' participation in the class (Karsono, 2014).

Second style is auditory. This style focuses to the sense of hearing which is used to receiving, understanding and remembering the information. Using podcast in listening classroom gives positive effect on improving learners' listening skill (Saputra, 2014). Suarcaya (2011) on his result show that the use of online audio material for listening has positive responses and achievement by learners. However, not all people listen well and auditory listeners are reported to be excellent listeners (Kayalar, 2017).

The last style is kinesthetic. This is a learning style in which learning takes place by the learners carrying out physical activities, rather than listening to the lecturer or watching demonstration. Kinesthetic teaching is beneficial way for adult to learn and retain new information where it can improve memory, attention, and general cognitive function (Cheney, 2017). Souza and Sanes (2011) argue that there is correlation between the mind and the body which shows that movement activities can lead to better attention in learning.

The researcher concludes that when learning when have our own style to receive and understand what we are learn, it can be see that visual learners are more dominant than other learning style but this is also possible if visual, auditory, and kinesthetic are applied together when learning.

### **E. Audio-visual learners**

Pritchard (2009, p. 44) states that visual learners prefer to learn by seeing. They have good recall and prefer information to be presented visually. Auditory learners prefer to learn by listening. They have good memory and benefit from hearing something. In this research, movie include in audio-visual media. It refers to learning media that can be seen and listened. So, audio-visual learners prefer to learn by seeing and hearing something.

The use of audio-visual in learning English speaking skill also has increased fourth grade students SD Labschool Rawamangun which is audio-visual media can enhance students' speaking skill and make the learning atmosphere in the classroom becomes more active and fun (Herlina, 2014).

As well as study by Aziz and Sulicha (2016) found that the use of cartoon films as an audio-visual media aid resulted in a positive impact to the cognitive, affective, and psychomotor aspects of the students as it enhanced their vocabulary. Indrawan (2013) states that the audio-visual aids can improve students' vocabulary mastery.

Hardiah (2018) found that the audio-visual is very effective to help students understand the listening comprehension and this media is able to increase the focus and concentration of students during listening activities. Kirana (2016) has expressed a similar view. The use of audio visual method for teaching grade VII students has positive improvement in their critical listening skill. There was a significant improvement in terms of listening achievements after the use of authentic videos treatment as an audio visual aid (Rismawati, 2017). Olhans (2017) claims that movie

which is used in EFL classroom can help learners reach higher level of listening because the learners felt more motivated and they became more active.

Research by Iswandari (2013) suggests that the use of audio visual media are very effective to improve English teaching and learning process which the students could actively participate and enjoy the English teaching learning process, the students also more easily understand the material which taught by teacher. As Adela (2017) points out, audio visual media (video) can give a significant influence towards students' pronunciation mastery.

#### **F. Listening**

Listening is a key language skill that used in daily communication and learning. Rivers (1978, p. 62) states that listening is one of language skill that plays an important role in daily communicative interaction. Rivers adds that the time of adult spend on 45% is devoted to listening, 39% speaking, 16% reading and more than 9% writing. According to Oxford Learner's Pocket Dictionary 4<sup>th</sup> edition (2011, p. 258) listening is pay attention to somebody or something that we can hear. Listening is an active process which needs explicit instruction (Payant, 2012, p. 166). Rubin (1995, p.7) has expressed a similar view that listening as an active process in which listeners select and interpret information from auditory and visual to define what the speakers are trying to express. Fahimniya and Khoddamy (2014, p.474) define listening as ability to understanding what speaker said that involves pronunciation, grammar, vocabulary and comprehend the meaning. According to

Canfield (1958, p. 252) listening process involves hearings, auditory perception, attention, and refined comprehension skill.

From the explanation above, the researcher concludes that listening as important skill that used in daily communication. In other words, listening is difficult and complex skill which listener must be concentrate to hear what the speaker said to receiving and understanding the information in spoken language.

### **G. Listening comprehension**

Listening comprehension is a complex and difficult skill to learn of the four skills (Vandergrift, 2004). Listening comprehension requires reception of the sound, identification and recognition the segments, understand of communicative expressions and syntactic structures, interpretation of message (Finnochiarro, 1992, p.95). Meanwhile, Douglas (1994, p.235) describes that listening comprehension is the psychomotor process of receiving sound waving through the ear and transmitting the impulses to brain.

No doubt, many EFL learners are felt difficulties in listening comprehension. Ghaderpanahi (2012) found that learners from the countries which English is taught as a foreign language frequently have great difficult to understanding English spoken. Andyani (2012) on her research found that learners have difficulties to comprehend native speech from the tape recorder and keep up the information from the teacher. The frequency of listening comprehension activities is low which has impact on their listening comprehension skill (Bilican, et al. 2012, p. 5222). In a study by Saputra (2014, p. 167), there are many learners get score <75 which can classify that the

learners get low in listening comprehension. As well, the tenth grade of Indonesia Islamic High School where the learners get low scores and confused to respond the teacher because they are not understand what the teacher says (Syafi'i, 2016, p. 64).

Darti and Asmawati (2017) found that some problems in listening comprehension. The listening problems related into three parts, namely the content of the listening test, the listener, and physical setting. The first, listening problems related to the content of the listening test. In this case, the materials become the main source of listening comprehension problems. The problems are found of listening material namely unfamiliar words, difficult grammatical structure, limited vocabulary, and long spoken. The second, lack of English language skill from the listener. In this case, the listener feels nervous, worried,, don not concentration, difficult to recognize the signal, lose focus, listening without transcript and encountering unknown word. The last, the problems come from environment the learners it called physical setting. It happens because poor quality of recording, hesitation and pause that make them difficult to interpret what the speaker said, lack of visual support where they difficult to remembering the setting and the individual speaker are not seen, the learners felt confused with British and American pronunciation, the speed of the native speak, inability to get repeated of audio.

Nowadays, there are many ways that can improve listening comprehension skill. Research by Embi and Latiff (2014) state that in improve listening skill needs practice by using E-learning as a tool for learning ESL. Suarcaya (2011) states that the use of web-based audio material in listening class have positive results in term of learners' responses and achievement. Using podcast had positive meaningful effect

on improving listening comprehension (Saputra, 2014, p. 167). Movie can enhance learners' listening and speaking skill, increase learners' interest and learning motivation (Ismaili, 2013, p. 129). Andyani (2012, p.33) claims that the implementation of game in listening comprehension can improve learners' listening comprehension ability. The implementation of interactive video improves learners' listening skill and their concentration of English (Puspitasari & Hanur, 2016, p. 210). Using YouTube for listening, give positive responses from learners which YouTube can attract and motivate learners, and improve their skill (Silviyanti, 2014).

The researcher concludes that listening comprehension is important because without it learning cannot happen. It supported by Rost (1994) argues that listening comprehension is a process through which learners get input and without it learning cannot happen. Besides that, listening comprehension is difficult skill where many learners are felt difficulties in listening comprehension. Thus, listening comprehension skill must be increased, so that when listening is not just listen but also must comprehend and respond to what is heard.

## **H. Second Language Acquisition**

Hafidzoh (2017) claims that language is firstly acquired by people. In the childhood, children are exposed to their language environment which is called as first language acquisition. When people acquired one more language, it is called as second language acquisition.

Krashen (1982) have five theories and hypotheses of second language acquisition. The first is the acquisition-learning distinction. The acquisition-learning



distinction is perhaps the most fundamental of all the hypotheses. It states that adults have two distinct and independent ways of developing competence in a second language. Language acquisition is a subconscious process where it is not usually aware of the fact that they are acquiring language, but are only aware that they are using language for communication. The result of that, acquired competence is also subconscious where we are generally not consciously aware the rule of the languages we have acquired. We only instead that we have a “feel” right or “sound” right and error feel wrong for grammatical sentences. In contrast, to develop competence in a second language is by learning. Learning is knowing about a language as grammar or rules. Some second language theories have assumed that children acquire while adults can only learn. The acquisition-learning hypothesis claims that adults also acquire the ability to pick-up languages and does not disappear at puberty. It is not mean that adults will always be able to achieve native-like levels in second language.

Second is the natural order hypothesis. This hypothesis believes that acquisition of grammatical structures proceeds in a predictable order. Acquires of a given language incline firstly to acquire specific grammatical structures. English is perhaps the most studied language as far as the natural hypothesis is concerned, and all of structures of English, morphology is the most studied. Krashen cited Brown (1973) reported that children acquiring English as a first language tended to acquire certain grammatical morphemes, or functions words earlier than others.

Third is the monitor hypothesis. This hypothesis claims that acquisition and learning are used in specific ways. Usually, acquisition starts the utterance in a second language and responsible for the fluency. Learning is the way to change in the

form of utterance after its system produces. But, that can happen before we speak or write or after self-correction. This hypothesis implies that formal rules to take a part only a limited role in second language performance.

Fourth is the input hypothesis. This hypothesis claims that input should be available to acquire the language. We use more than our linguistic competence to understand “a little beyond” and also use context, our knowledge, our extra linguistics information to help us.

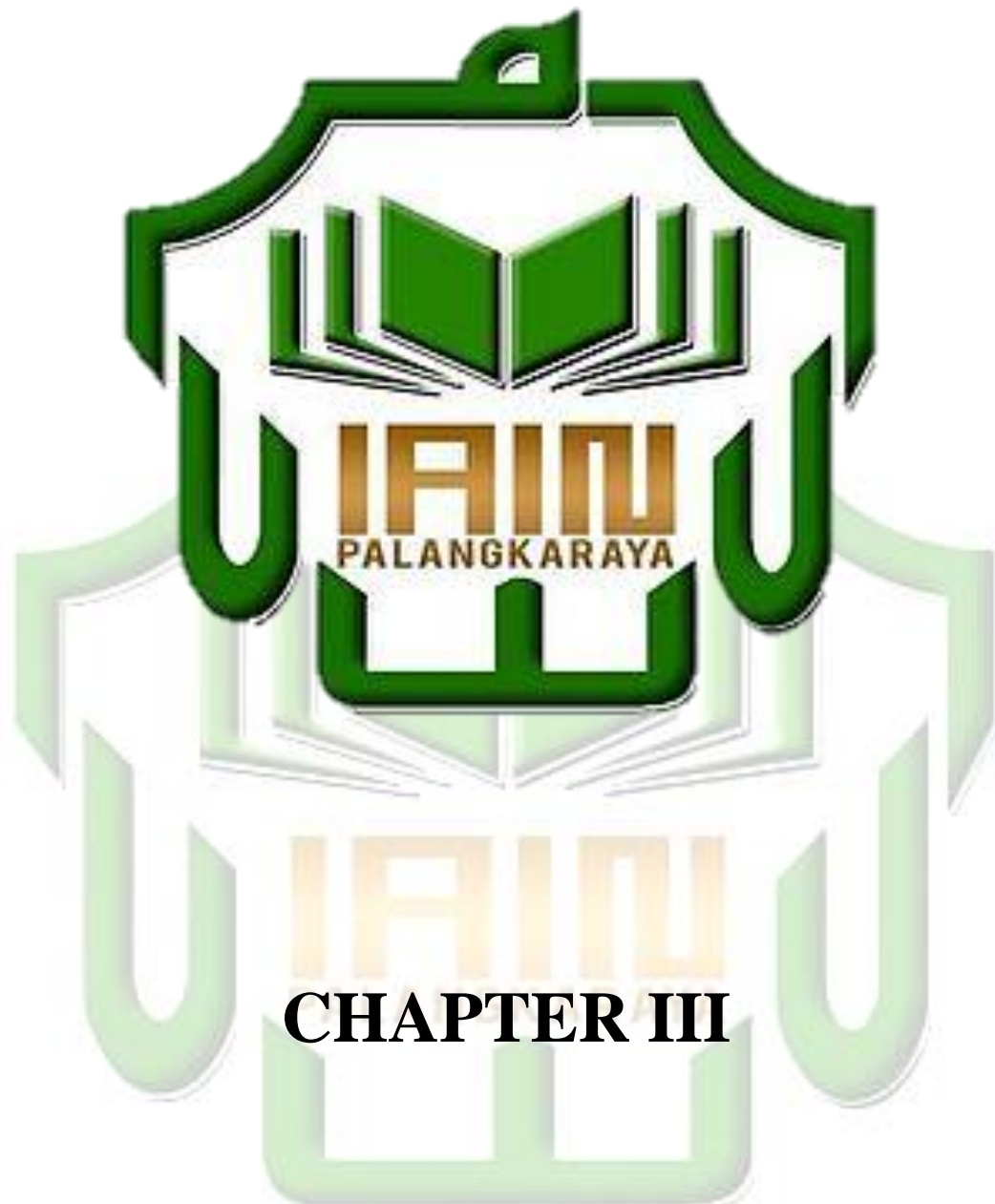
Fifth is the affective filter hypothesis. This part talks about the effective way in second language acquisition process. There are three factors namely, motivation, self-confidence and anxiety. Performers that have high motivation, self-confidence and low anxiety will do better in second language acquisition. Then, with more encouraging attitude to second language acquisition will not just look up and gain more input, they will also have a lower or weaker input.

## **I. Correlation Research on Language**

There are many correlation research which talks about language. As study by Kurniati (2016) her research about correlation between learners' listening habit in English conversation with vocabulary mastery. Her result found that learners who have focus on listening English conversation so they will find the vocabulary which is can increase their other language skill. The more learners listening on English conversation, the more they get vocabularies. Azizah (2014) found that there is significant correlation between listening comprehension mastery and speaking ability

which the listening comprehension really gives contribution and has correlation to the ability of speaking.

Research by Fitria (2011) talks about correlation between learners' grammatical ability and translating skill, her result shows that learners will get high score in translation course if they have high score in grammar. Septiani (2014) discusses about correlation between grammar mastery and writing ability. The result of this research shows there is a very low correlation where learners who have minimum level of grammar, it does not mean learners also get low achievement on writing. According to Kartal (2017) found that there is significant correlation between learners' reading habit and their narrative writing ability where the more they read, the better their narrative writing skill. A study by Latif (2017) obtained that there is positive correlation between habit of using English in daily life and speaking skill and the habit of using English in daily life give contribution 42.64% to speaking skill.



## **CHAPTER III**

### **RESEARCH METHOD**

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In this chapter presents, research design, variable of the study, population and sample, research instrument, data collections and data analysis.

#### **A. Research design**

This research used quantitative research with correlation design. Ary (2010, p. 648) argues that quantitative research use objective measurement to collect numerical data used to answer questions or test predetermined hypotheses. While, correlation design used to describes and measures the relationship between two variables or more (Creswell, 2011, p. 338). The benefit of correlation design is to predict the level of one variable from another that has a high and positive correlation (Latief, 2010, p. 114).

Creswell (2012, p. 342) suggests that there are three characteristic of correlational design, namely display of scores (scatterplot and matrices), associations between scores (direction, form, strength) and multiple variable analysis (partial correlations and multiple regression).

The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) negative correlation and (+) positive correlation. According to Creswell (2012, p. 347), there were two possible results of a correlation study:

1. Positive correlation: when X variable increase, so does Y or X variable decrease, so does Y. A coefficient correlation close to +1.00.
2. Negative correlation: when X variable increase but Y variable decrease and vice versa. A coefficient correlation close to -1.00.

As Ary et al (2010) state scatterplot illustrates the direction of the correlation between the variables. A scatterplot with dots going from lower left to the upper right indicate a positive correlation. If the dots going from upper left to lower right indicates a negative correlation.

## **B. Variable of the Study**

Variable was defined as the characteristic that tend to different form individual to individual, though any two or more may have the same variable trait or measure (Latief, 2010, p. 9). In this research there were two continuous variables, they were: the frequency of English-speaking movie watching ( $x$ ) and listening comprehension ( $y$ ).

## **C. Population and Sample**

### **1. Population**

Population is a group of individual who have same characteristic (Creswell, 2011, p. 142). Ary (2010, p. 148) claims that population is defined as all member of a larger group. The population of this research was the freshman of English study program at State Islamic Institute of Palangka Raya that consist of 107 learners.



**Table 3.1 The Number of Population**

<b>The Number of Population</b>	
<b>Class</b>	<b>Amount</b>
A	28 learners
B	27 learners
C	25 learners
D	27 learners
Total	107 learners

## 2. Sample

Sample is a portion of population (Ary, 2010, p. 148). Creswell (2011, p. 142) states that sample is a subgroup of population that writer want to study. Arikunto (2006, p. 134) states that if the population is less 100, all population can be sample. But, if the population is over 100, the researcher can take 10-15% or 20-55% or more.

In this research, the freshman refers to second semester of English study program at State Islamic Institute of Palangka Raya. The researcher took 59 learners in second semester of English study program at State Islamic Institute of Palangka Raya as samples by using random sampling technique because random sampling technique is the best way to get samples that represent an affordable population (Latief, 2010, p. 142).

**Table 3.2 The Number of Sample**

<b>The Number of Sample</b>		
<b>Class</b>	<b>Amount</b>	<b>Percentage</b>
A	14 learners	13%

B	16 learners	15%
C	16 learners	15%
D	13 learners	12%
Total	59 learners	55%

## **D. Research Instrument**

### **1. Research Instrument Development**

There were two main instruments that used in this research. The first was questionnaire with scale options to measure the learners' frequency of English-speaking movie watching ( $x$ ). The second was listening comprehension test which adapted from TOEFL that used to measure the learners' listening comprehension skill ( $y$ ).

#### **a. Questionnaire**

Questionnaire is a list of questions provided to others who are willing to respond (learners) as requested by the researchers (Riduwan, 2009, p. 25). Latief (2010, p. 151) questionnaire is written instrument used to collect data about facts or opinions which contain many questions or statements that must be answered by the respondent. Latief (2010, p. 152) there are two kinds of questionnaire, namely open and closed questionnaire. In the open questionnaire, learners were asked to fill out answer freely, but in this questionnaire it is not always easy to tabulate data and analyze it. While, in the closed questionnaire where there are several answers that have been prepared to be chosen by learners itself by giving sign cross ( $x$ ) or checklist ( $\surd$ ). In this closed questionnaire, make it easier for writers to do calculations.

This research used closed-questionnaire to measure the learners' frequency of English-speaking movie watching ( $x$ ). The questionnaire consists of 17 items were written in Indonesian and English. In this part, the researcher asked to learners to chosen one option based on the facts. It meant that the answer must reflect their personality or real life about their frequency of English-speaking movie watching. The researcher modified the questionnaire which was administered by Damarullah because his statement and question in his questionnaire matched the data that the researcher wanted to examine and his questionnaire has also been used by other writers. The researcher used four options of the answer. To make it easy to determine in interval of the score of the questionnaire sheet, all answers of the questionnaire changed into score by using Likert's scale (Brown, 2010, p. 3).

There are seven aspects that involve in the questionnaire, namely: language acquisition, comprehensible input, exposure, attitudes, subtitle use, familiarity with unique characteristics of spoken language, and visual clues.

Language acquisition is more important than language learning. Acquisition occurs unconsciously while learning occurs consciously. People acquire a language by receiving comprehensible input. Moreover, large amount exposure can provide the likelihood of comprehensible input. An input can best be received with positive attitudes (Krashen, 1982). Furthermore, Ur (1986), Rubin (1995) state that the best input of watching a movie is when watching without subtitles. People should familiar with the English spoken language and its unique characteristic when they improve

listening skill (Douglas, 1994). Rubin (1995) claims that visual clues can be help the listener to understand the speech/ utterance. The table of English-speaking movie watching frequency has been summarized below (Table 3.3).

**Table 3.3 Items of English-speaking movie watching frequency  
questionnaire**

<b>Aspects</b>	<b>Indicators</b>	<b>Item Number</b>	<b>Total</b>
Exposure	The learners watch movie frequently	1, 2, 3	3
Subtitle Use	The learners watch movie by using subtitle or not.	4, 5, 6	3
Comprehensible Input	The learners can understand the story and language from the movie that they watch	8, 9, 10, 11,12	5
Visual Clues	Visual element can helps the learners can understand the story and language used in the movie	16	1
Language Acquisition	The learners improve their listening skill unconsciously because they watch movie	7	1
Attitudes	The learners have positive feeling when they watch a movie	17	1
Familiarity with the unique characteristic of spoken language	The learners can identify the characteristic of spoken language in the movie that they watch	13, 14, 15	3

**Table 3.4 Indicators and Scores of movie watching frequency questionnaire**

Indicators	Score
A : Very Often/ Very Agree	4
B : Often/ Agree	3
C : Rarely/ Disagree	2
D : Very rarely/ Very disagree	1

#### **b. Test**

Test is a sequence of questions or exercises that used to measure the skill, knowledge, ability, intelligence of the individual or group (Riduwan, 2009, p. 30). There are several kinds of test based on the purpose of the operation, namely: selection test, placement test, achievement test, proficiency test and aptitude test (Djiwandono, 2008, p. 85-90).

In this research, the proficiency test used to measure learners' listening comprehension skill. This test adopted from TOEFL, Listening Diagnostic Pre-Test by Longman. The numbers of tests were 50 questions which consist of three parts namely; 30 questions with short conversations, 8 questions with long conversations and 12 questions with talks. The researcher used TOEFL because it included in standardized test which has been compiled and developed based on strict requirements and procedures (Djiwandono, 2008, p. 72). Besides that, the test with multiple choice forms make it easier for learners to answer the questions which is the learners only give a cross (X) to one of the desired choices without having to write any

words or sentences and make it easier for writer because simple, easy and not time consuming to checking it (Djiwadono, 2008, p. 42). Every question has four alternative options (a, b, c, d) which every correct answer will be scored 1 and every incorrect answer will be given 0.

## **2. Instrument Try Out**

Try out in the present study was conducted to measure the instruments suitable for measuring learners' frequency of English-speaking movie watching. The aim of instrument try out was to know if the questionnaire relevant to be given to the learners or not. The questionnaire has given to the tried out before it given to the real sample. Learners who become trying out were some 8<sup>th</sup> semester learners in English study program at State Islamic Institute of Palangka Raya on March 21<sup>st</sup> 2019.

The purposes of conducting try out are to find out whether or not the instrument is acceptable and understandable for learners, to find out the validity and reliability instrument.

There are some steps in conducting try out. The first, prepare the instrument (questionnaire). Then, choose the learners of 8<sup>th</sup> semester learners randomly. Third, giving the questionnaire and explain how to answer the questionnaire. The last, collect and give score to the learners' answer and analyze the validity and reliability of the data by using SPSS statistic program.



### 3. Instrument Validity

Ary et al (2010, p. 225) stated that an instrument was considered being a good one if it meets requirements. An instrument is said to be valid if it measures accurately what it is intended to measure (Hughes, 2003, p. 26).

According to Hughes (2003), content validity refers to its content constitutes a representative sample of the language skill with which it is meant to be concerned. In the present research, questionnaire of movie watching frequency consist of 17 items. The learners were asked to answer the questions and statements based on their fact of the frequency in English movie watching. It is presented by four options answer.

Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure (Ary, 2010). The listening comprehension test used to measure the listening comprehension skill, the questionnaire of movie watching frequency used to measure the learners frequency of English-speaking movie watching.

In this research, the researcher only tried out the questionnaire because the questionnaire was adapted from Damarullah research and edited it in accordance with the learners' understanding. The result of the calculation of the questionnaire has been tried out by using SPSS showed that 17 items were valid. The learners also can easily understand each question and statement. The questionnaire can be said valid if the  $r_{\text{observed}}$  of the each item greater than  $r_{\text{tabel}}$ . The result of the calculation indicated that 17 items were valid which each item has  $r_{\text{observed}}$  greater than  $r_{\text{tabel}}$ .

#### 4. Instrument Reliability

The instrument can be good instrument if its instrument not only valid but also reliable to measure what supposed to be measured. Reliability is degree of consistency which it measures whatever it is measuring. It can be said that reliability refers to the consistency of the score. It is necessary characteristic of any good test.

The researcher also checked the reliability of the questionnaire by using Alpha Cronbach's in SPSS. The instrument can be said reliable or consistent if the value of Alpha Cronbach's greater than 0.60 or the value greater than rtable(0.497).

**Table 3.5 The Result of Alpha Cronbach's**

Reliability Statistics	
Cronbach's Alpha	N of Items
.781	17

The value of Alpha Cronnbach's was 0.781 that greater than 0.60 ( $0.781 \geq 0.60$ ). The value of Alpha was also greater than 0.497 ( $0.781 \geq 0.497$ ). It meant that the questionnaire was reliable.

#### E. Data collection procedures

To get the data the researcher did it step by step. The first step, the researcher chosen the population of the study. Second, the researcher found the information about the total of population. Third, the researcher chosen and took 55% of the

population to be samples by using random sampling technique. Fourth, before used the questionnaire, the researcher tried out it. The researcher conducted a validation of the questionnaire. After that, the researcher analyzed the results of instruments' validation. When the questionnaire has been analyzed, the researcher took learners as samples by randomly. When the researcher entered to the literal listening class, every learner was given a candy, the learners who got the number 1 to 59 was selected to be sample. Then, the researcher gave the questionnaire and listening test.

#### **F. Data analysis procedures**

When the data have been collected, the researcher did several steps. The first, the researcher identified the learners' score of the questionnaire based on the category has been mentioned above and calculate the learners' score of the listening comprehension test by using the formula below:

Scoring rubric of multiple choice tests

$$Fs = \frac{\text{SCORE}}{\text{items}} \times 100$$

Where: Fs : Final score

Score : the number of correct answer

Items : the number of items

Before going to discuss about data analyzing, the important thing that should be done by the researcher is testing the normality distribution. It is supposed to decide

which statistics analyze type that will be used in analyzing process. If the data have normal distribution, the researcher use parametric statistic. The researcher tests the normality by using SPSS. In this case, the data must be normally distribution. Normal criteria if sig. value of SPSS  $\geq \alpha = 0.05$ .

Then, the researcher tested the homogeneity by using SPSS. Homogeneity test is needed to know the homogeneity of the test to ensure that the samples of population are homogenous. The data is homogeneity if sig. value  $\geq \alpha = 0.05$ .

Next, the researcher tested the linearity by using SPSS. It will be done in order to decide the statistical procedure that will be used before using product moment correlation or multiple correlations both or all variable had linear association. Regression is the statistical procedure to call the linear association between quantitative variables. The data has linear association if sig. value  $\geq \alpha = 0.05$ .

After analyzed by using SPSS, then the data is analyzed by using product moment to find out whether there is correlation or not between two variables.

Formula Product Moment Correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum X)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where :  $r_{xy}$ : product moment coefficient of correlation between X and Y  
variable

$\sum XY$ : sum of product of X and Y

$\sum X$ : sum of the score of X variable

$\sum Y$ : sum of the score of Y variable

$\sum X^2$ : sum of squared X score

$\sum Y^2$ : sum of squared Y score

After the researcher found out the index value of coefficient correlation, the researcher interpreted the value based on the table below.

**Table 3.6. The Interpretation of Coefficient Correlation**

Coefficient Correlation	Interpretation
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Moderate
0,60-0,799	High
0,80-1,000	Very High

Then, the researcher measure the contribution of X variable to Y variable used the formula:

$$KP = r^2 \times 100\%$$

where:

KP: Determinant coefficient score

$r^2$ : coefficient correlation score

Next, to find out whether the correlation is significant or not, the researcher compare the index value of coefficient correlation from product moment to  $r_{table}$  with 1% the level of significant level.

Formula to find out the  $r_{table}$  :

$$Df = N - 2$$

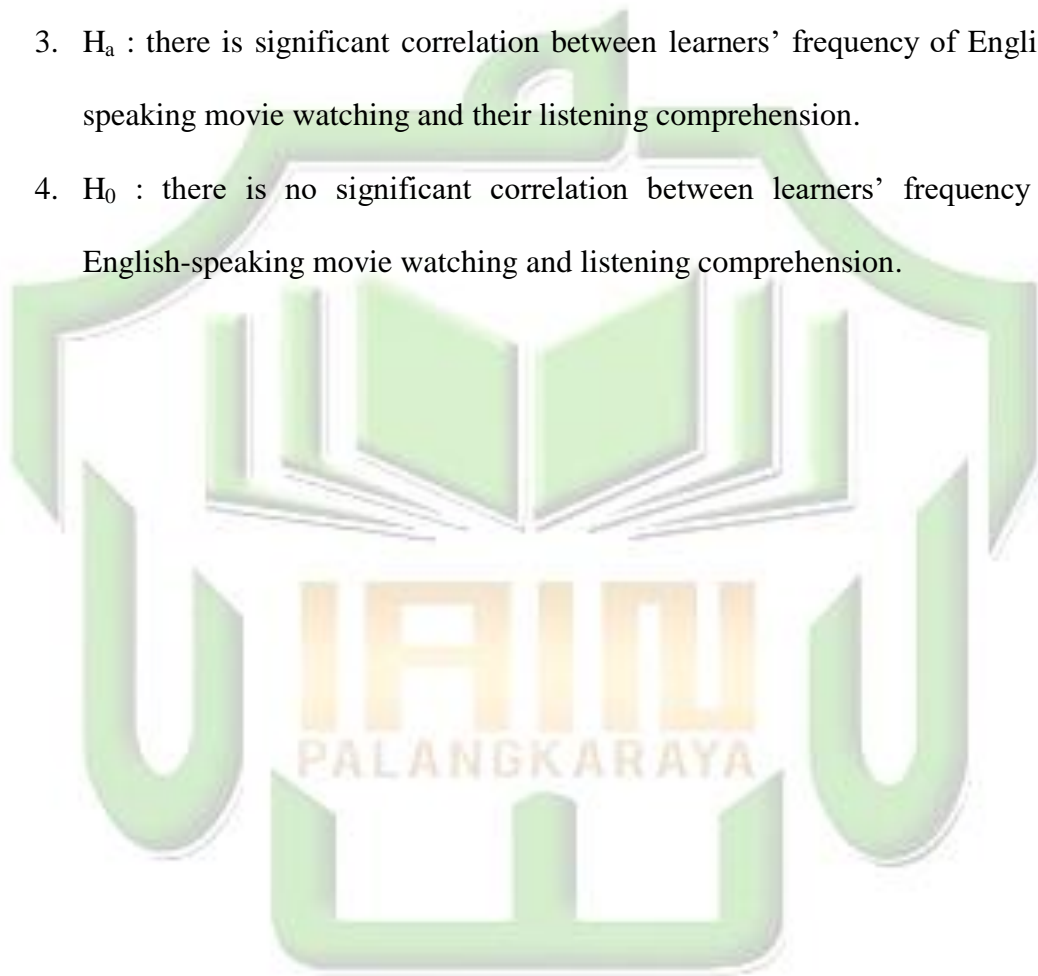
where:

N : the number of samples

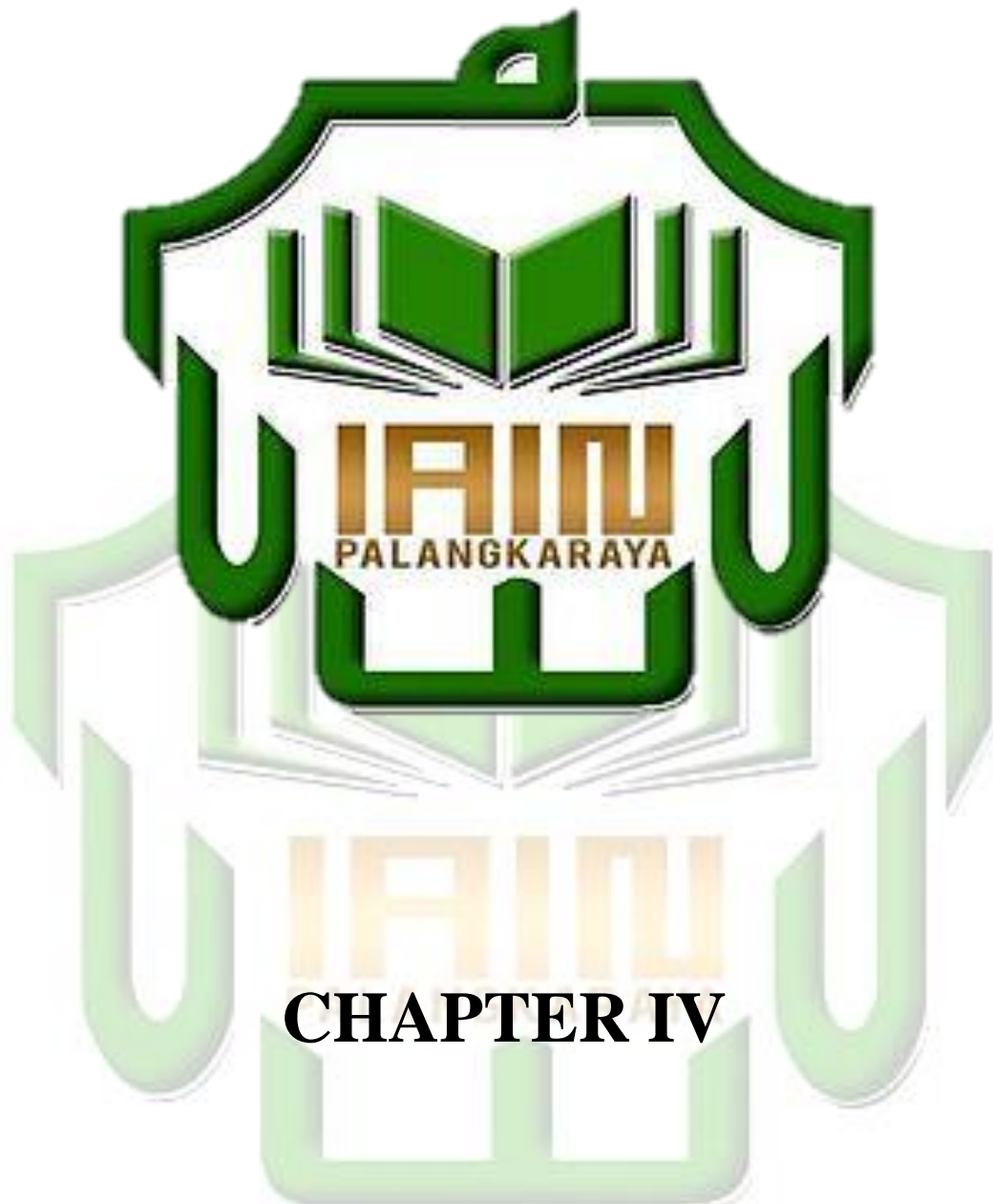
Df : degree of freedom

If the value of coefficient correlation " $r_{\text{observed}} \geq r_{\text{table}}$ ", so  $H_0$  will be rejected and  $H_a$  will be accepted.

3.  $H_a$  : there is significant correlation between learners' frequency of English-speaking movie watching and their listening comprehension.
4.  $H_0$  : there is no significant correlation between learners' frequency of English-speaking movie watching and listening comprehension.







## **CHAPTER IV**

# **RESEARCH FINDINGS AND DISCUSSION**

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter, the researcher presents the data which had been collected from the research in the field of the study which consists of data presentation, research findings, and discussion.

#### **H. Data Presentation**

The research conducted on March, 23<sup>rd</sup> – April, 11<sup>th</sup>, 2019. The number of learners who became research subjects were 59 learners of English Education Study Program in the second semester of 2018/ 2019 academic year at IAIN Palangka Raya. The research was conducted in four literal listening classes. The first class was D class that has been done on March, 23<sup>rd</sup> 2019. The second class was C class that has been done on March, 25<sup>th</sup> 2019. The third class was A class that has been done on March, 25<sup>th</sup> 2019. The last class was B class and has been done on April, 11<sup>th</sup> 2019.

##### **1. Analysis of Questionnaire**

The frequency of English-speaking movie watching ( $x$ ) has been measured by using questionnaire. The selection questionnaire responded referring to Likert scale which consists of two categories. The first, the researcher used frequency category namely, very often, often, rarely, very rarely. The second, the researcher used agreement category namely, very agree, agree, disagree, very Disagree.

After the questionnaire of movie watching frequency sheets collected and gave the scores to the learners' answer. The following table shows about the questionnaire results.

**Table 4.1 The Questionnaire Results of Item 1-6**

Item		Scale			
		1 Very rarely	2 Rarely	3 Often	4 Very often
1	Number	4	20	21	14
	Percent	6.8	33.9	35.6	23.7
2	Number	15	29	7	8
	Percent	25.4	49.2	11.9	13.6
3	Number	11	29	16	3
	Percent	18.6	49.2	27.1	5.1
4	Number	4	11	27	17
	Percent	6.8	18.6	45.8	28.8
5	Number	13	30	12	4
	Percent	22	50.8	20.3	6.8
6	Number	27	22	10	0
	Percent	45.8	37.3	16.9	0

Item 1, "*how often do you watch English movie?*". The largest number of the learners at 35.6% (n= 21) answered that they often watch English movie, followed by 33.9% (n= 20) that answered rarely. Whereas, 23.7% (n= 14) of the learners answered that they very often watch English movie and 6.8% (n= 4) answered very rarely. It can be concluded that most of the learners apparently have an activity to watch English movies in their free times by their own will.

Item 2, *“how many English movie do you watch in a week?”*. There were 49.2% (n= 29) learners who answered rarely (2 movies/ week), 25.4% (n= 15) learners who answered very rarely (1 movie/ week), 11.9% (n= 7) learners who answered often (3 movie/ week). However, there were 13.6% (n= 8) learners who answered very often (4 movies or more/ week). Hence, there were almost 50% learners watch movies more than 1 movie a week.

Item 3, *“related to number 2, how often you are consistent with that number in every week?”*. The largest number of learners at 49.2% (n=29) answered that they rarely consistent with that number in every week, 27.1% (n= 16) learners answered that they often consistent, 18.6% (n= 11) learners answered that they very often consistent and 5.1% (n= 3) learners answered that they very often consistent with that number. Thus, there were more than 50% learners that inconsistent with the number of movies that they watch in every week.

Item 4, *“how often do you use Indonesia subtitle in watching English movie?”*. The largest learners at 45.8% (n= 27) who answered that they often use Indonesian subtitle in watching English movie, 28.8% (n= 17) answered that they very often use Indonesian subtitle, 18.6% (n= 11) answered that they rarely use Indonesian subtitle and the smallest learners at 6.8% (n= 4) answered that they very rarely use Indonesian subtitle in watching English movie. So, many learners who use Indonesian subtitle when they watch English movie.

Item 5, “*how often do you use English subtitle in watching English movie?*”. The largest learners at 50.8% (n= 30) who answered that they rarely use English subtitle in watching English movie. There were 22% (n= 13) learners answered very rarely, 20.3% (n= 12) learners answered often and the smallest learners at 6.8% (n= 4) answered that they very often use English subtitle in watching English movie. In brief, less than 30% learners who use English subtitle when they watch English movie.

Item 6, “*how often do you watching English movie without subtitle?*”. The largest learners at 45.8% (n= 27) who answered that they very rarely watching English movie without subtitle. There were 37.3% (n= 22) learners answered that they rarely watching English movie without subtitle, 16.9 % (n= 10) learners answered that they often watching English movie without subtitle and there was no learners answered that they very often watching English movie without subtitle. In other words, more than 50% learners who watch English movie without subtitle.

**Table 4.2 The Questionnaire Results of Item 7-17**

Item		Scale			
		1 Very disagree	2 Disagree	3 Agree	4 Very agree
7	Number	0	0	19	40
	Percent	0	0	32.2	67.8
8	Number	0	1	39	19
	Percent	0	1.7	66.1	32.2
9	Number	1	1	34	23
	Percent	1.7	1.7	57.6	39
10	Number	1	5	37	16
	Percent	1.7	8.5	62.7	27.1

11	Number	0	6	45	8
	Percent	0	10.2	76.3	13.6
12	Number	0	6	46	7
	Percent	0	10.2	78	11.9
13	Number	1	11	34	13
	Percent	1.7	18.6	57.6	22
14	Number	0	22	28	9
	Percent	0	37.3	47.5	15.3
15	Number	0	8	38	13
	Percent	0	13.6	64.4	22
16	Number	0	1	38	20
	Percent	0	1.7	64.4	33.9
17	Number	0	2	25	32
	Percent	0	3.4	42.4	54.2

Item 7 stating that *“movies play an important role in improving your listening skill”*. The largest learners at 67.8% (n= 40) answered that they were very agree and 32.2% (n= 19) answered that they were agree. There was no learners who answered disagree and very disagree. All in all, most of learners realize that watching English movie is important.

Item 8 stating that *“the movies that you watch, using level of language that you can understand”*. The largest learners at 66.1% (n= 39) answered that they were agree with the statement and 32.2% (n= 19) answered that they were very agree with the statement. There was no learners who answered disagree and very disagree. In conclusion, more than 60% learners know that level of language in the movie they were watching is appropriate for them.



Item 9 stating that *“you can understand the storyline of movie that you watch”*. The largest learners at 57.6% (n= 34) answered that they were agree with this statement and 39% (n=29) answered that they were very agree. However, there were 1.7% (n=1) answered disagree and 1.7% (n=1) answered very disagree. So, more than 50% learners can understand the storyline of movie.

Item 10 stating that *“you can capture the information of movie in detail”*. The largest learners at 62.7% (n= 37) claimed that they were agree and 27.1% (n= 16) claimed that they were very agree with the statement. But, there were 8.5 % learners claimed disagree and 1.7% (n= 1) claimed very disagree with the statement. In conclusion, most of learners can capture the information of movie in detail.

Item 11 stating that *“you can understand the vocabularies that used in movie”*. There were 76.3% (n= 45) learners agree and 13.6% (n= 8) learners very disagree with the statement. Although, there were 10.2% (n= 6) learners disagree with the statement. So, more than 70% learners claimed that they can understand the vocabularies that used in movie”

Item 12 stating that *“you can understand the English sentences that spoken in movie”*. The largest learners at 78% (n= 46) stated that they were agree and 11.9% (n= 7) stated that they were very agree with the statement. The smallest learners at 10.2% (n= 6) claimed that they were disagree with the statement. It can be concluded that there were 10% learners who cannot or difficult to understand the English sentences that spoken in movie.

Item 13 stating that *“sometimes, you are be able to find and understand the slang language in movie that you watch”*. The largest learners at 37.6% (n= 34) claimed that they were agree and 22% (n= 13) claimed that they were very agree with the statement. However, there were 18.6 (n= 11) and 1.7 % (n=1) claimed that they were disagree and very disagree. Therefore, almost 50% learners can find and understand the slang language that spoken in movie”

Item 14 stating that *“sometimes, when you are watching English movie, you find an idiomatic expression and can understand the meaning”*. There were 47.5% (n= 28) learners who agree and 37.3% (n= 22) learners who disagree with the statement. But, there were 15.3% (n= 9) learners who very agree. It meant that there were 37.3% learners who find an idiomatic expression but cannot understand the meaning or they cannot find the idiomatic expression and maybe they didn't know the idiomatic expression form.

Item 15 stating that *“you can understand every sentence of dialog which spoken in movie based on the intonation”*. There were 64.4% (n= 38) learners who agree with the statement. There were 22% (n= 13) learners who very agree with the statement. Although, there were 13.6% (n= 8) learners who disagree with the statement. Thus, more than 80% learners realized that intonation can help them to understand the sentence of the dialog which spoken in movie.

Item 16 stating that “*visual element helps you to understand the storyline’s movies*”. The largest learners at 64.4% (n= 38) claimed that they were agree with the statement. There were 33.9% (n= 20) learners who very agree with the statement. But, there was 1.7% (n= 1) learner who disagree with the statement. It meant that almost all of learners claimed and realized that visual elements help them to understand the movie.

Item 17 stating that “*the movies that you watch make you entertained*”. The largest learners at 54.2% (n= 32) who very agree with the statement. There were 42.5% (n= 25) learners who agree with the statement. However, there were 3.4% (n= 2) learners who disagree with the statement. It meant that most of learners felt entertained when they watched movie.

**Table 4.3 The Result of Questionnaire Score**

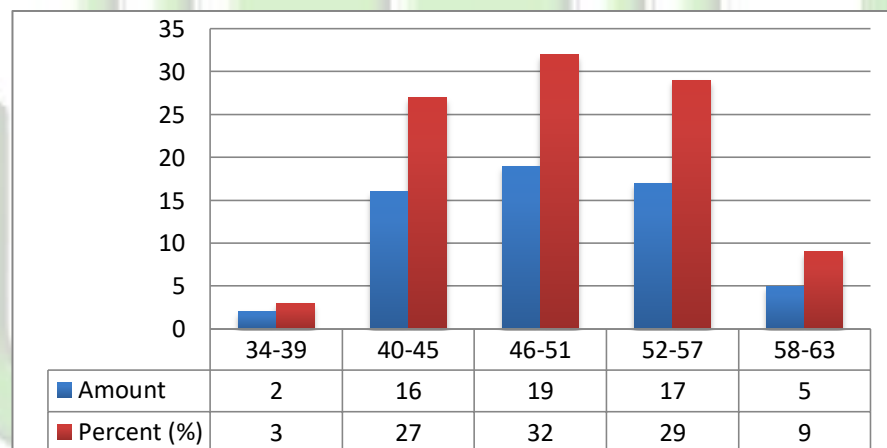
No.	CODE	SCORE (X)	X <sup>2</sup>
1	NAD	45	2025
2	RGN	56	3136
3	FH	43	1849
4	AMVT	44	1936
5	DFH	49	2401
6	YRR	41	1681
7	RAR	53	2809
8	EPR	45	2025
9	PA	44	1936
10	DFM	43	1849
11	SND	51	2601
12	ICDNS	43	1849
13	MGW	47	2209
14	NAC	42	1764
15	AH	53	2809
16	SGZ	46	2116
17	RAW	49	2401
18	TA	46	2116

19	LS	52	2704
20	S	50	2500
21	RA	49	2401
22	NSP	43	1849
23	GH	44	1936
24	DNS	49	2401
25	APD	53	2025
26	LA	49	2401
27	ATY	55	3025
28	AAN	57	3249
29	A	56	3136
30	SNB	50	2500
31	AS	53	2809
32	MR	52	2704
33	WRP	52	2704
34	HH	53	2809
35	MAMAA	57	3249
36	K	53	2809
37	SNAH	45	2025
38	JS	48	2304
39	NF	48	2304
40	RS	62	3844
41	NH	51	2601
42	MFH	62	3844
43	RPWR	54	2916
44	WNA	55	3025
45	SS	48	2304
46	HHB	44	1936
47	FBF	44	1936
48	PAP	58	3364
49	ANR	51	2601
50	YA	48	2304
51	NZ	59	3481
52	EN	47	2209
53	AW	46	2116
54	VVA	62	3844
55	MF	48	2304
56	RP	40	1600
57	INA	34	1156

58	SQ	39	1521
59	HC	45	2025
$\Sigma$		2897	144287
Lowest Score		34	
Highest Score		62	
Mean		49.10	
Standard deviation		5.93	

Based on the calculation of X variable was found  $\Sigma X = 2897$  and  $\Sigma X^2 = 144287$ . The lowest score was 34 and the highest was 62. The mean of variable X was 49.10 and standard deviation was 5.93

**Figure 4.1 The Percentage and Group Distribution of Questionnaire Score**



There were 2 learners who got score 34-39, 16 learners who got score 40-45, 19 learners who got score 46-51, 17 learners who got score 52-57, and 5 learners who got score 58-63. Meanwhile, the maximum score of questionnaire was 68 which meant that there were some learners who almost got the maximum score.

## 2. Analysis of Listening Comprehension Score

The researcher did listening comprehension test directly to the learners that have been chosen after the learners answered the questionnaire. Listening comprehension test carried out for 35 minutes. Listening comprehension test conducted in four classes based on the literal listening schedule in each class. After the learners' listening comprehension score has been collected, then the researcher corrected and gave the score.

**Table 4.4 The Result of Listening Comprehension Test**

NO.	CODE	SCORE (Y)	Y <sup>2</sup>
1	NAD	44	1936
2	RGN	26	676
3	FH	22	484
4	AMVVT	38	1444
5	DFH	38	1444
6	YRR	38	1444
7	RAR	30	900
8	EPR	18	324
9	PA	12	144
10	DFM	18	324
11	SND	16	256
12	ICDNS	14	196
13	MGW	44	1936
14	NAC	20	400
15	AH	42	1764
16	SGZ	14	196
17	RAW	42	1764
18	TA	30	900
19	LS	26	676
20	S	32	1024
21	RA	38	1444
22	NSP	30	900
23	GH	38	1444
24	DNS	32	1024
25	APD	36	1296
26	LA	34	1156

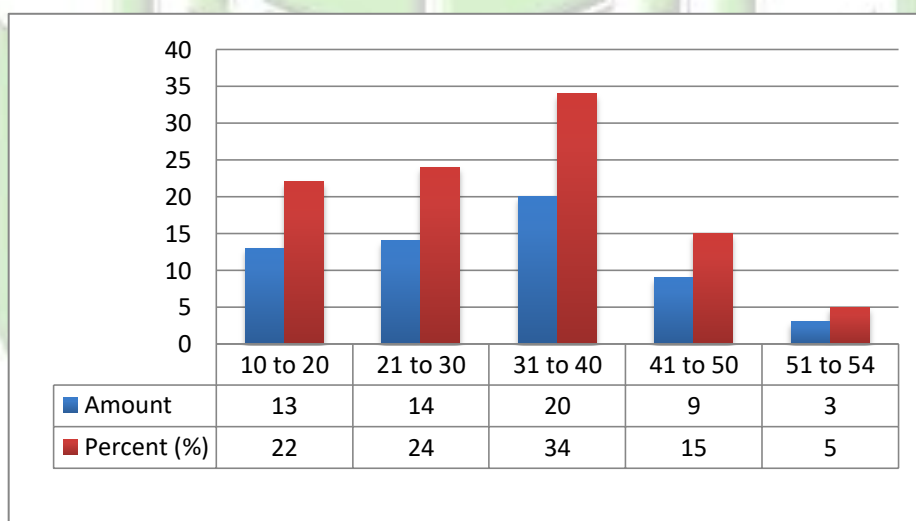


27	ATY	42	1764
28	AAN	40	1600
29	A	46	2116
30	SNB	14	196
31	AS	48	2304
32	MR	32	1024
33	WRP	24	576
34	HH	38	1444
35	MAMAA	34	1156
36	K	32	1024
37	SNAH	36	1296
38	JS	20	400
39	NF	48	2304
40	RS	52	2704
41	NH	14	196
42	MFH	54	2916
43	RPWR	30	900
44	WNA	38	1444
45	SS	38	1444
46	HHB	26	676
47	FBF	18	324
48	PAP	30	900
49	ANR	54	2916
50	YA	42	1764
51	NZ	34	1156
52	EN	34	1156
53	AW	26	676
54	VVA	38	1444
55	MF	14	196
56	RP	30	900
57	INA	26	676
58	SQ	20	400
59	HC	22	484
$\Sigma$		1866	65972
Lowest Score		12	
Highest Score		54	
Mean		31.63	
Standard Deviation		10.95	

Based on the calculation, Y variable was found  $\sum Y = 1866$  and  $\sum Y^2 = 65972$ . Based on the data above, it is known that the lowest score was 12 and the highest score was 54. The mean score was 31.63 and standard deviation was 10.95.

The number of questions was 50 items and the maximum score was 100. Meanwhile, the result above showed that the highest score was 54 and many learners that got score lower than 54. It meant that the learners' scores so far from 100 and their listening comprehension skill were low. The following chart shows about the learners' listening comprehension score.

**Figure 4.2 The Percentage and Group Distribution of Listening Comprehension Score**



The chart showed that there were 3 learners who got the score 51- 54, 9 learners who got the score 41 – 50, 20 learners who got the score 31-40, 14 learners who got the score 21-30 and 13 learners who got the score 10 – 20. It

can be seen that many learners who got the low score which is the score too far from the maximum score and it can be said that the learners have low listening comprehension skill.

## I. Research Findings

### 1. Testing Normality

The normality of the data has been checked by using SPSS statistics program with One-Sample Kolmogorov-Smirnov Test. The following table shows the result of normality test.

**Table 4.5 The Result of Normality Test**

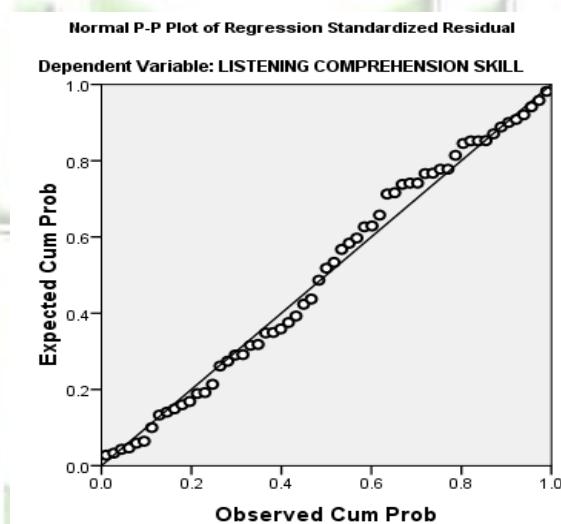
**One-Sample Kolmogorov-Smirnov Test**

		Frequency of English-speaking Movie Watching	Listening Comprehension Skill
N		59	59
Normal Parameters <sup>a</sup>	Mean	49.10	31.63
	Std. Deviation	5.930	10.9531
Most Extreme Differences	Absolute	.083	.093
	Positive	.083	.076
	Negative	-.067	-.093
Kolmogorov-Smirnov Z		.638	.711
Asymp. Sig. (2-tailed)		.810	.693

a. Test distribution is Normal.

The data can be said normally distribution if the Asymp sig.(2-tailed) value greater than  $\alpha = 0.05$  and the result of SPSS showed that the sig. value of frequency of English-speaking movie watching ( $x$ ) was 0.810 which meant that sig. value greater than  $\alpha = 0.05$  ( $0.810 \geq 0.05$ ). The sig. value of listening comprehension skill ( $y$ ) was 0.693 which meant that the sig. value greater than  $\alpha = 0.05$  ( $0.693 \geq 0.05$ ). In conclusion, the data of  $X$  and  $Y$  variable were normal distribution because all of the significance value greater than  $\alpha = 0.05$ .

**Figure 4.3 The Scatterplot of Normality Test**



The data is said to be normal distribution if the data dots spread around the diagonal line or follows the direction of the diagonal line. It can be seen from the P-P plot showed that the dots spread around the diagonal line and follow the direction of the diagonal line from the bottom left to right up corner which meant that the data were normal distribution.

## 2. Testing Linearity

The linearity data has been checked by using SPSS statistics program.

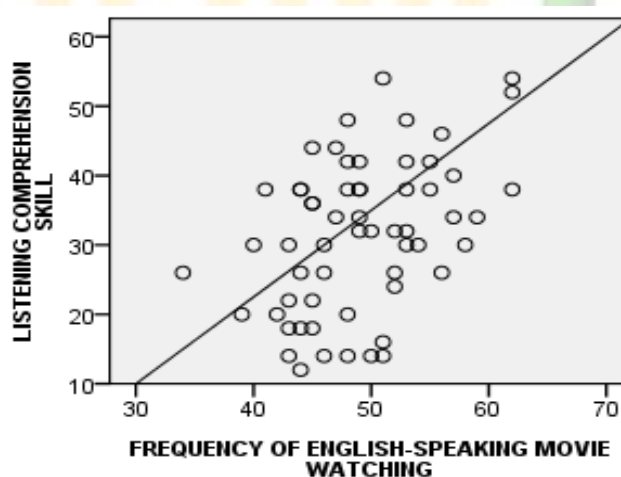
The following table shows the linearity test result.

**Table 4.6 The Result of Linearity Test**  
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Listening Comp. Skill * Watching Frequency	Between Groups	(Combined)	2884.463	22	131.112	1.159	.339
		Linearity	1284.057	1	1284.057	11.354	.002
		Deviation from Linearity	1600.407	22	72.746	.674	.830
	Within Groups		4071.333	36	113.093		
	Total		6955.797	58			

The data is linear if the sig. value of deviation from linearity greater than  $\alpha = 0.05$ . The result showed that the sig. value of deviation from linearity was 0.830 where it was greater than  $\alpha = 0.05$  ( $0.830 \geq 0.05$ ). So, the data was linear.

**Figure 4.4 The Scatterplot of Linearity Test**



The scatterplot presented a positive linear relationship of scores. Positive linear refers to low or high scores on X variable related to low or high scores on Y variable.

### 3. Testing Homogeneity

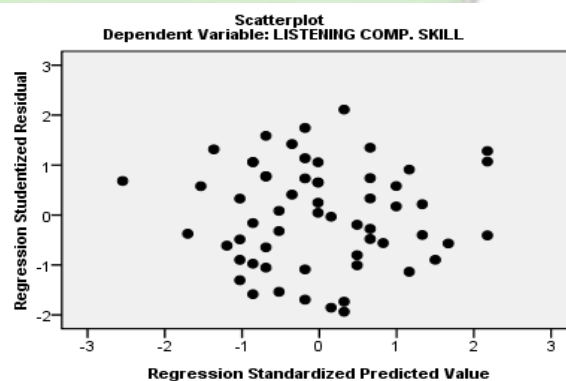
Since the data has been tested the normality and linearity, the researcher also tested the homogeneity of the data by using SPSS statistics program. The testing of homogeneity used to know that the data was homogeneous or not.

**Table 4.7 The Result of Homogeneity Test**

Test of Homogeneity of Variances			
LISTENING COMPREHENSION SKILL			
Levene Statistic	df1	df2	Sig.
.474	3	55	.702

The data can be said homogeneous if the sig. value greater than  $\alpha = 0.05$ . Then, the result of SPSS output showed that the sig. value was 0.702 which it was greater than  $\alpha = 0.05$  ( $0.702 \geq 0.05$ ). So can be concluded that the data was homogeneous.

**Figure 4.4 The Scatterplot of Homogeneity Test**





The scatterplot above showed that the dots spread irregularly bottom and up the zero axis on the Y axis which meant that the data was homogeneous.

#### 4. Testing Hypothesis

Since the data distribution was normal and linear, the statistical analysis would use parametric procedures, which was product moment correlation. The product moment used to found the coefficient of correlation. The formula product moment below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum X)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where :  $r_{xy}$ : Index number correlation “r” product moment

$\sum XY$ : sum of product of X and Y

$\sum X$ : sum of the X score

$\sum Y$ : sum of the Y score

$\sum X^2$ : sum of squared X score

$\sum Y^2$ : sum of squared Y score

**It is known that:**

$$r_{xy} = \frac{59 (93242) - (2897)(1866)}{\sqrt{[59 (144287) - (2897)^2] [59 (65972) - (1866)^2]}}$$

$$r_{xy} = \frac{5501278 - 5405802}{\sqrt{[8512933 - 8392609] [3892348 - 3481956]}}$$

$$r_{xy} = \frac{95476}{\sqrt{[120324] [410392]}}$$

$$r_{xy} = \frac{95476}{\sqrt{49380007008}}$$

$$r_{xy} = \frac{95476}{222216.1268}$$

$$r_{xy} = 0.4296537851 \text{ or}$$

$$r_{xy} = 0.430$$

Based on the manual calculation above, it was found that the  $r_{\text{observed}}$  value was 0.430. It is known that there was correlation between X variable and Y variable and the coefficient correlation was 0.430 can be categorized to moderate correlation which meant that the correlation was not strong and weak.

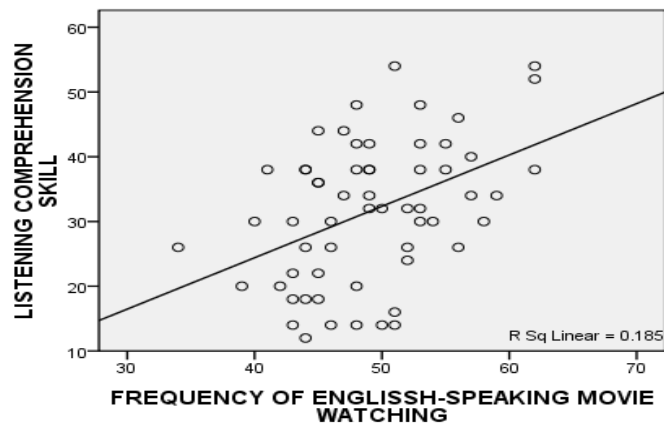
**Table 4.8 The Result of SPSS Calculation**

Correlations		Frequency of English-speaking movie watching	Listening Comprehension Skill
Frequency of English-speaking movie watching	Pearson Correlation	1	.430**
	Sig. (2-tailed)		.001
	N	59	59
Listening Comprehension Skill	Pearson Correlation	.430**	1
	Sig. (2-tailed)	.001	
	N	59	59

\*\*Correlation is significant at the 0.01 level (2-tailed)

The table above showed the SPSS calculation and the result was same with the manual calculation, where the Pearson correlation in frequency of English-speaking movie watching and listening comprehension skill was 0.430.

**Figure 4.6 The Scatterplot of Correlation between X and Y**



The scatterplot also informed that there was moderate positive correlation between two variables. It can be seen from the distribution of the dots spread and followed the diagonal line from the bottom left into the right up corner.

Next, to test the significant correlation, the result of correlation ( $r_{\text{observed}}$ ) compared to coefficient correlation from product moment table ( $r_{\text{table}}$ ). To find  $r_{\text{table}}$ , the researcher used the formula below:

$$df = N - 2$$

where:

$$df = 59 - 2$$

N : the number of samples

$$df = 57$$

df: degrees of freedom

The  $r_{\text{table}}$  of two-tailed test in the level of significance 1% was found to be 0.3328. After the correlation value has been found, the researcher measured the contribution X variable to Y variable is used the formula below:

$$KP = r^2 \times 100\%$$

Where:

$$KP = 0.43^2 \times 100\%$$

KP : determinant coefficient score

$$KP = 18.49\%$$

$r^2$  : coefficient correlation score

Thus, the interpretation of the coefficient of determination was 18.49% which meant that the English-speaking movie watching frequency ( $x$ ) gave 18.49% contribution to listening comprehension ( $y$ ) score and 81.51% is influenced by the other aspects.

## 5. Interpretation of the Results

In this research, the correlation value has been obtained  $r_{\text{observed}} = 0.43$ . Based on the table interpretation of coefficient correlation value, it classified into the moderate level of 0.40 – 0.599, which meant that there is moderate correlation between the frequency of English-speaking movie watching ( $x$ ) and listening comprehension ( $y$ ).

This research was done in collecting data and got the result of the correlation. However, to answer the research problem, the researcher had to measure whether the hypothesis was accepted or not. To prove the hypothesis, the  $r_{\text{observed}}$  compared to  $r_{\text{table}}$ . The value of  $r_{\text{table}}$  has been obtained above, which the researcher used two-tailed test in the level of significant of 1%, it is found 0.3328. It classified that  $r_{\text{observed}} = 0.43$  greater than  $r_{\text{table}} = 0.3328$  which meant that there was significant correlation between two variable.

As well as there were stars from the SPSS output, it is known that the Pearson correlation value associated between each variable and have asterisks. It meant that there was significant correlation between the frequency of

English-speaking movie watching ( $x$ ) and listening comprehension ( $y$ ). It concluded that  $H_a$  was accepted and  $H_0$  was rejected.

## J. Discussion

The result of the calculation that was counted by the product moment above showed the index of correlation was 0.430 and the value of  $r_{table}$  based on the calculation degree of freedom was known that  $df = N-2$ ,  $N = 59$ .

Even so, it was known that the result of  $r_{observed} = 0.430$ . It can be explained that the value of  $r$  observed showed that there is moderate positive correlation between the frequency of English-speaking movie watching and listening comprehension. Based on the table of interpretation of coefficient correlation, 0.430 indicated to the moderate correlation where the correlation is not strong and weak. Thus, the result of scatterplot also informed that there is positive correlation between the frequency of English-speaking movie watching and listening comprehension, it can be seen that the distribution of the dots spread and followed the diagonal line from the bottom left into the right up corner. So, there was moderate positive correlation between two variables which meant when the frequency of English-speaking movie watching increase, so does  $Y$  or alternatively.

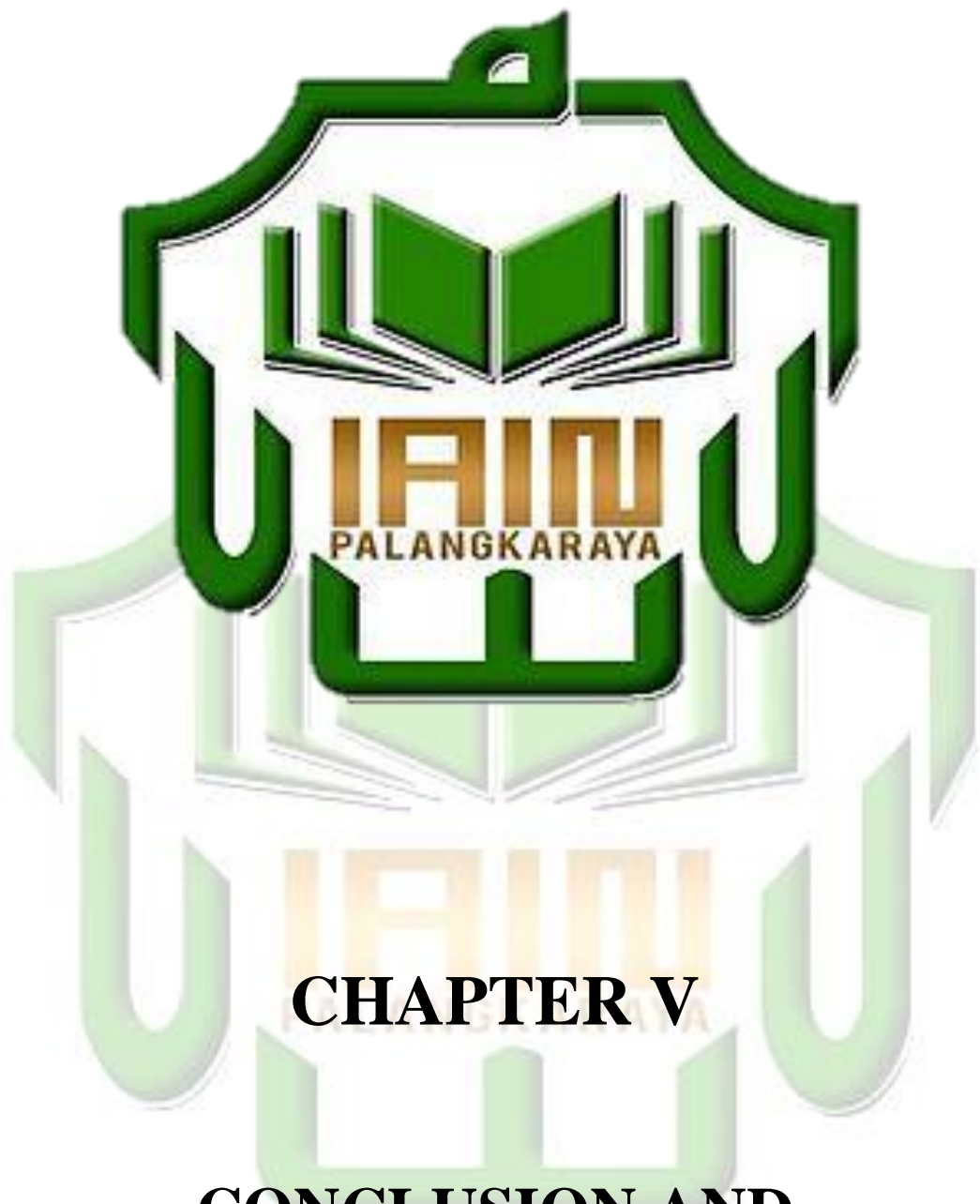
The findings of the study also indicated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It meant that there is significant correlation between learners' frequency of English-speaking movie watching and listening comprehension. In other words, many or at least English

movie of which learners watch give effect to the learners' listening comprehension, especially second semester learners of State Islamic Institute of Palangka Raya. In this case there was significant correlation that  $r_{\text{observed}}$  greater than  $r_{\text{table}}$  ( $0.430 \geq 0.3328$ ).

Furthermore, as researcher has been explained in chapter II that by watching English can improve our listening comprehension skill. English movie can be authentic material to learn English and beneficial for the foreign learners. When the learners watching English movie frequently, they will get used to listen the native speaker speak, during it was automatically can improve their skill to understand the spoken language and it also increase their knowledge of how to pronounce correctly. It means that watching English movie is much recommended to learners. Qiu (Chapter II, p. 10) tried to using English movies in the listening classroom in four months and the result stated that using English movie is an effective way to improve the situation, their listening comprehension, and motivation. In contrast, the different result of this study to the related studies as stated in chapter II. According to Damarullah (2015), Sari (2017), Hafidzoh (2017), Dewi (2018), Hutagaol (2018) Dewi (2018), Hutagaol (2018) where they have been found that there was no correlation between frequency of English watching movie and listening skill.

In conclusion, In conclusion, there was positive and significant correlation both variables. Positive correlation meant that if X variable is increased then Y variable will increase and the significant correlation meant that the correlation can be generalized to the population.





# **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

#### A. Conclusion

The findings that has been explained previous, it can be concluded that there is significant correlation between learners' frequency of English-speaking movie watching and their listening comprehension skill. The calculation obtained that  $r_{\text{observed}}$  was 0.430. It meant that the correlation between the frequency of English-speaking movie watching and listening comprehension of EFL learners was categorized in moderate positive correlation. Then, the comparison between  $r_{\text{observed}}$  and  $r_{\text{table}}$  at significance 1% showed that  $r_{\text{observed}}$  was greater than  $r_{\text{table}}$  ( $0.430 \geq 0.3328$ ) which meant that there is significant correlation between X and Y variable. Thus it showed that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In this case, the learners' frequency of English-speaking movie watching give influence to the learners' listening comprehension skill.

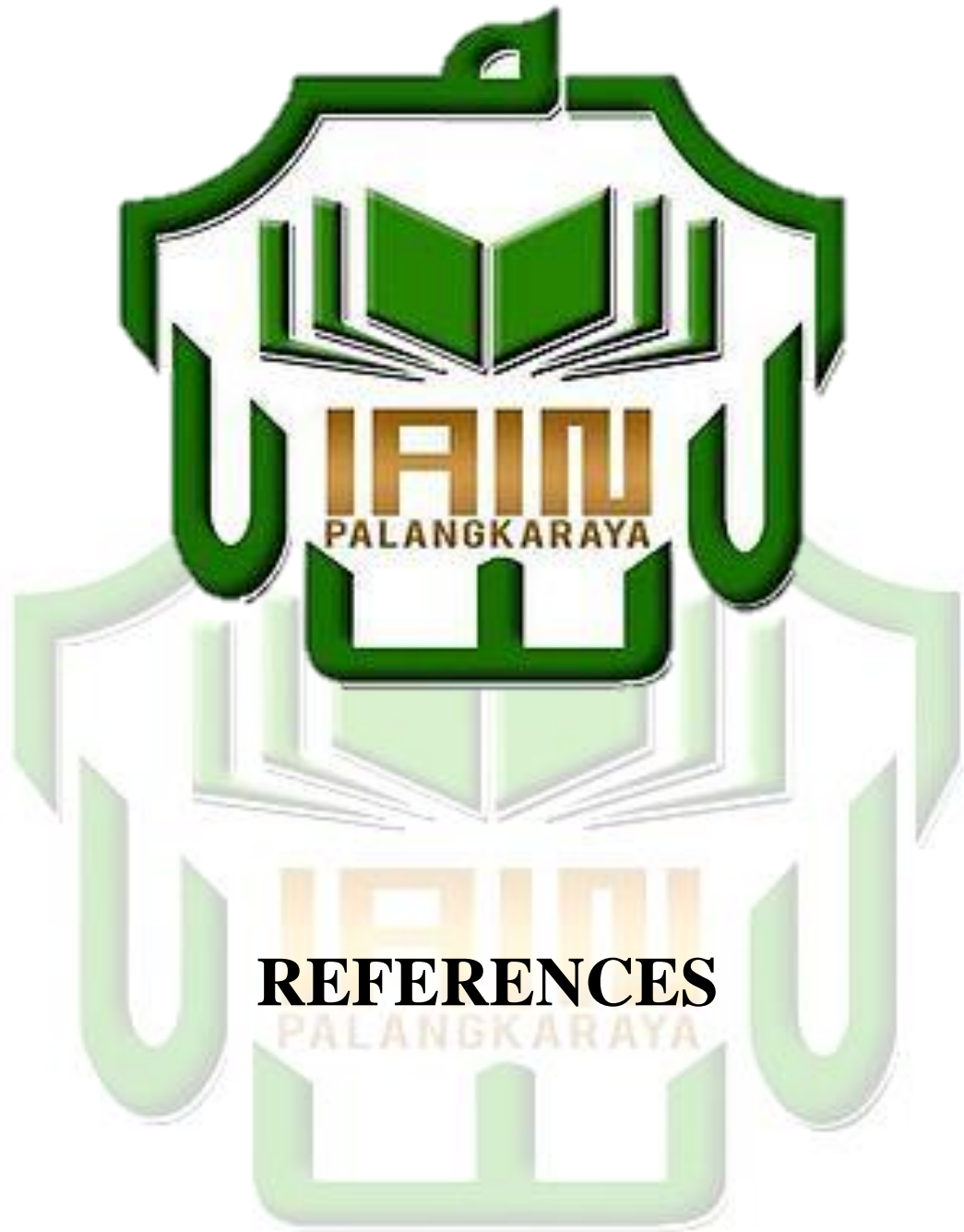
## **B. Suggestion**

According to the conclusion in the result of study, the researcher would like to propose some suggestion for the learners, teacher or lecturer, and the future researcher as follow:

The learners who need improvement in their listening comprehension skill have to watch more English movies frequently. The learners can watch movies with subtitle or without subtitle. They also make notes that contain of words/ sentences/ that don not know the meaning, so they can find out the meaning itself.

The teacher or lecturer is a facilitator and stimulator. The teacher or lecturer can direct the learners to watch English movie frequently. The teacher or lecturer also can use English movie in learning class. After watch the movie, teacher has to give test to them.

There are still many weaknesses in this thesis, the researcher realized that the design was very simple and used small sample. The researcher also adopted the listening test from TOEFL and adapted the items of questionnaire only 17 items and it has not become the perfect instruments. Therefore, for further researcher is expected to improve and develop this research to be better and get motivation to look for the similarity topic and how to try get problem solving in any problem that comes. The other researcher also can use this study as reference for conducting similar research.



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